



K-4 General Music Curriculum

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



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Grades K - 4 General Music Curriculum

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District Mission

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

District Vision

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

District Values

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

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 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.

K-4 General Music Philosophy

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

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

The K-12 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

K-4 General Music Course Description

This state required course is available to every K through 4th grade student in the City of St. Charles School District. Students will be exposed to listening, singing, playing, moving, reading, notating, and performing, and creating music. Children are encouraged to explore these ideas and acquire the variety of basic skills that nurture further learning and activities across the curriculum.

K-4 General Music Rationale

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

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

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

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

K-4 General Music Program Goals

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

K-4 General Music Essential Learner Outcomes

Kindergarten

The learner will:

- 1.) Demonstrate the difference between loud and soft, fast and slow, high and low.
- 2.) Perform a steady beat and echo short rhythm patterns.
- 3.) Differentiate between long and short sounds and silence.
- 4.) Distinguish the difference between same and different patterns.
- 5.) Differentiate between various vocal productions: singing, whispering, shouting, and speaking.
- 6.) Listen to and sing a variety of musical styles and cultures.
- 7.) Demonstrate correct use of classroom instruments and appropriate audience/performance conduct.

First Grade

The learner will:

- 1.) Demonstrate the difference between loud and soft, fast and slow, high and low, long and short.
- 2.) Distinguish the difference between voices and instrumental sounds.
- 3.) Echo sing melodies in limited range (sol-mi, la-sol-mi).
- 4.) Have the ability to hear and perform steady beat and rhythmic patterns (quarter note/rest, eighth-note pairs).
- 5.) Distinguish different sections of music through movement and echoing.
- 6.) Distinguish between melody alone and a melody with an accompaniment.
- 7.) Create a simple accompaniment for songs and stories.
- 8.) Listen to and sing a variety of musical styles and cultures.
- 9.) Demonstrate correct use of classroom instruments and appropriate audience/performance conduct.
- 10) Identify ways in which the principles and subject matter of other disciplines are interrelated with those of

music.

Second Grade

The learner will:

- 1.) Demonstrate the difference between loud and soft, fast and slow, high and low, long and short.
- 2.) Identify the instrument families of the orchestra and distinguish between pitched/nonpitched percussion instruments.
- 3.) Have the ability to hear and perform patterns of sounds using whole note/rest, quarter note/rest, half note/rest, eighth note pairs.
- 4.) Sing melodies in a limited range (la-sol-mi-, sol-mi-re-do).
- 5.) Identify basic music form (question/answer, call/response, AB, repeated patterns, verse/refrain, repeat sign, introduction).
- 6.) Listen to and sing a variety of musical styles and cultures.
- 7.) Demonstrate correct use of classroom instruments and appropriate audience/performance conduct.
- 8.) Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.

Third Grade

The learner will:

- 1.) Demonstrate dynamics (*p,f,cresc,decresc*), tempo (fast,slow, ritardando), and expressive markings (accent, fermata).
- 2.) Visually and aurally identify instrument families and vocal groupings.
- 3.) Have the ability to hear and perform patterns of sounds using whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half note.
- 4.) Sing melodies in a limited range (la-sol-mi-, sol-mi-re-do).
- 5.) Identify basic music form (question/answer, call/response, AB, ABA, repeated patterns, verse/refrain, repeat sign, introduction, interlude, canon).
- 6.) Listen to and sing a variety of musical styles and cultures.
- 7.) Demonstrate correct use of classroom instruments and appropriate audience/performance conduct.
- 8.) Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.

Fourth Grade

The learner will:

- 1.) Demonstrate dynamics (*p,f,mp, mf,crescendo,decrescendo*), tempo (fast,slow, ritardando), and expressive markings (accent, fermata, ties, slurs).
- 2.) Be able to understand timbre in instruments and voices and different textures in music.
- 3.) Have the ability to hear and perform patterns of sounds using whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, sixteenth notes.
- 4.) Identify standard pitch notation in the treble clef and be able to play simple songs from notation on the recorder.
- 5.) Understand musical phrase forms (AB, ABA, canon, ostinati, verse/refrain, repeat sign, partner songs, rondo, first and second endings, coda).
- 6.) Create harmony using partner songs, rounds, and ostinati.
- 7.) Listen to and perform a variety of musical styles and cultures.
- 8.) Show proper performance manners and concert etiquette.
- 9.) Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.
- 10.) Identify available music related involvement opportunities and career

K-4 General Music Scope & Sequence

| Product Performance: Develop & apply singing skills | | | | |
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| K | 1 | 2 | 3 | 4 |
| <p>Use whispering, speaking, shouting, & singing voices</p> <p>Sing a varied repertoire of songs, including</p> <ul style="list-style-type: none"> ● patriotic ● folk ● seasonal ● spirituals <p>Perform in groups following cues of the conductor</p> <p>Perform using two dynamic levels--soft and loud</p> <p>Echoes simple rhythms (long and short sounds)</p> | <p>Reproduce/echo melodies in limited range (sol-mi, la-sol-mi)</p> <p>Use a singing voice</p> <p>Demonstrate fast & slow tempo</p> <p>Perform a varied repertoire of songs, including</p> <ul style="list-style-type: none"> ● patriotic ● folk ● seasonal ● spirituals <p>Perform in groups using a steady beat following the cues of the conductor</p> <p>Perform a steady beat</p> <p>Echo simple rhythmic patterns</p> <p>Demonstrate fast and slow tempi</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>Demonstrate loud and soft dynamics (<i>p</i> & <i>f</i>) and fast and slow tempi</p> <p>Perform a varied repertoire of songs, including</p> <ul style="list-style-type: none"> ● patriotic ● folk ● seasonal ● spirituals <p>Perform in groups using a steady beat, following the cues of the conductor</p> <p>Demonstrate loud and soft dynamics (<i>p</i> & <i>f</i>) and fast and slow tempi</p> | <p>Apply accurate pitch relationships while singing in a limited range (la-sol-mi, sol-mi-re-do)</p> <p>Demonstrate dynamics (<i>p</i>, <i>f</i>, <i>crescendo</i>, <i>decrescendo/diminuendo</i>) and tempi (fast, slow, <i>ritardando</i>)</p> <p>Interpret and expressive markings (accent, <i>fermata</i>)</p> <p>Perform a varied repertoire of songs, including</p> <ul style="list-style-type: none"> ● patriotic ● folk ● seasonal ● spirituals <p>Introduce <i>ostinati</i> and rounds</p> <p>Perform in groups and matching tempo and dynamic changes, following the cues of the conductor</p> | <p>Match pitch in an extended range (octave)</p> <p>Demonstrate dynamics (<i>p</i>, <i>f</i>, <i>crescendo</i>, <i>decrescendo/diminuendo</i>) and tempo (fast, slow, <i>ritardando</i>)</p> <p>Interpret and expressive markings (accent, <i>fermata</i>)</p> <p>Perform a varied repertoire of songs including</p> <ul style="list-style-type: none"> ● patriotic ● folk ● seasonal ● spirituals ● multicultural <p>Practice <i>ostinati</i>, rounds, canons, and partner songs</p> <p>Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor</p> |

| Product Performance: Develop & apply instrumental skills | | | | |
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| K | 1 | 2 | 3 | 4 |
| <p>Perform a steady beat</p> <p>Perform using two dynamic levels - soft and loud</p> <p>Echoes simple rhythms (long and short sounds)</p> <p>Play a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on rhythm instruments and/or body percussion</p> <p>Perform in groups following cues of the conductor</p> | <p>Perform a steady beat</p> <p>Echo simple rhythmic patterns</p> <p>Demonstrate fast and slow tempi</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on rhythm instruments and/or body percussion</p> <p>Perform in groups using a steady beat following the cues of the conductor</p> | <p>Perform a steady beat</p> <p>Perform the following rhythmic patterns using standard or iconic notation:</p> <ul style="list-style-type: none"> ● Quarter note/rest ● Half note ● Eighth note pairs <p>Demonstrate loud and soft dynamics (<i>f,p</i>) and fast and slow tempi</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on rhythm instruments and/or body percussion</p> <p>Perform in groups using a steady beat, matching dynamics, and following cues of the conductor</p> | <p>Perform a steady beat</p> <p>Perform the following rhythmic patterns using standard or iconic notation:</p> <ul style="list-style-type: none"> ● Quarter note/rest ● Half note ● Eighth note pairs ● Sixteenth notes <p>Interpret expressive markings (accent, fermata)</p> <p>Demonstrate dynamics (<i>p,f</i>) and tempi (fast, slow)</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on classroom instruments</p> <p>Perform in groups, matching tempo and dynamic changes, and following the cues of the conductor</p> | <p>Perform a steady beat</p> <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 pairs/rest ● Dotted half note ● Sixteenth notes <p>Interpret expressive markings (accent, fermata)</p> <p>Demonstrate dynamics (<i>p,f, crescendo, decrescendo/diminuendo</i>) and tempi (fast, slow, <i>ritardando</i>)</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on classroom instruments</p> |

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| | | | | Perform in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor |
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Elements of Music: Develop & apply music reading and notation skills

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| <p>Read icons for long and short sounds and silence in duple meter</p> | <p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> ● quarter note/rest ● eighth-note pairs <p>Identify icons for high and low sounds</p> <p>Recognize fast and slow tempi</p> | <p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● half note/rest ● eighth-note pairs <p>Identify melodies that move up, down, or stay the same</p> <p>Transfer melodic icons to pitch notation (e.g., two-line staff)</p> <p>Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i></p> | <p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● half note/rest ● eighth-note pairs ● dotted half note <p>Transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble clef*</p> <p>Identify standard symbols</p> <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>decrescendo</i> ● <i>dim</i> for <i>diminuendo</i> ● fast ● slow ● <i>ritardando</i> ● accent <p>Notate rhythmic patterns and dynamics presented by the teacher</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● half note/rest | <p>Read standard rhythmic notation in 2/4, 3/4, 4/4 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 <p>Identify standard pitch notation in the treble clef</p> <p>Identify standard symbols</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>cresc</i> or < for <i>crescendo</i> ● <i>decesc</i> or > for <i>decrescendo</i> ● <i>dim</i> for <i>diminuendo</i> ● fast ● slow ● <i>ritardando</i> ● accent ● <i>fermata</i> ● ties ● slurs <p>Notate rhythmic patterns and</p> |

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| | | | <ul style="list-style-type: none">● eighth-note pairs● <i>p</i> for <i>piano</i>● <i>f</i> for <i>forte</i> | 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> |
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| Artistic Perceptions: Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms | | | | |
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| 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 (ostinati) ● verse/refrain ● repeat sign ● introduction | Recognize basic forms and composition techniques <ul style="list-style-type: none"> ● question/answer ● call/response ● AB ● repeated patterns (ostinati) ● verse/refrain ● repeat sign ● canon ● ABA ● introduction/interlude | Identify and analyze forms and composition techniques <ul style="list-style-type: none"> ● AB ● ABA ● canon ● ostinati ● verse/refrain ● repeat sign ● partner songs ● rondo ● first and second endings ● coda ● blues |

Artistic Perceptions: Develop and apply the knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors

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| <p>Respond and move to aural examples of music</p> <ul style="list-style-type: none"> ● Sound and silence <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 ● soft/loud ● 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 ● call/response ● A/B ● repeated pattern ● 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> |

| Artistic Perceptions: Develop and apply the knowledge and skills to evaluate music and musical performances and compositions | | | | |
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| K | 1 | 2 | 3 | 4 |
| <p>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> ● appropriate singing voice ● loud/soft ● steady beat ● posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (feelings)</p> | <p>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> ● appropriate singing voice ● loud/soft ● steady beat ● posture/stage presence <p>Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)</p> | <p>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> ● appropriate singing voice ● loud/soft ● steady beat ● posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (tempo)</p> | <p>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> ● tone quality ● expression/phrasing ● rhythmic accuracy ● pitch accuracy ● part acquisition ● blend/balance ● posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)</p> | <p>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> ● tone quality ● expression/phrasing ● rhythmic accuracy ● pitch accuracy ● part acquisition ● blend/balance ● diction/articulation ● posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (function/style)</p> |

Interdisciplinary Connections: Develop and apply knowledge and skills to understand the connections between music and related arts and humanities

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| <p>Use terms such as plain or fancy, same or different, bright or dark, in music and art class</p> | <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> | <p>Tell how concepts such as repetition and contrast are used in the fine arts</p> | <p>Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece).</p> | <p>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> |

Interdisciplinary Connections: Develop and apply the knowledge and skills to understand the relationships between music and non-arts disciplines

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| | <p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Listen common themes found in all subject areas</p> | <p>Identify ways in which the principles of 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> |

Historical and Cultural Contexts: Develop and apply the knowledge and skills to understand musical genres and styles

| K | 1 | 2 | 3 | 4 |
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| <p>Identify characteristics of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● lullabies ● marches ● nursery rhymes/chants | <p>Identify characteristics of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● Western and non-Western music ● circle games ● call and response <p>Recognize music of now and long ago</p> | <p>Identify characteristics of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● patriotic ● Native American ● African American ● singing games | <p>Identify characteristics of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● play party/singing games ● folk dances/folk music <p>Identify the “Star-Spangled Banner” as the National Anthem</p> | <p>Identify characteristics of teacher-selected genres or selected</p> <ul style="list-style-type: none"> ● Work songs ● Cowboy songs ● Square dances ● Spirituals ● Blues <p>Identify music representing diverse cultures including Missouri (including the music of Scott Joplin) and American heritage</p> |

Historical and Cultural Contexts: Develop and apply the knowledge and skills to understand stylistic practices

| K | 1 | 2 | 3 | 4 |
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| <p>Describe how elements of music are used in teacher-selected examples</p> <ul style="list-style-type: none"> ● lullabies ● marches ● nursery rhymes/chants | <p>Describe how elements of music are used in teacher-selected examples</p> <ul style="list-style-type: none"> ● Western and non-Western music ● circle games ● call and response | <p>Describe how elements of music are used in teacher-selected examples</p> <ul style="list-style-type: none"> ● patriotic ● Native American ● African American ● Singing Games | <p>Describe how elements of music are used in teacher-selected examples</p> <ul style="list-style-type: none"> ● Play party ● Folk dances/folk music ● National anthem | <p>Describe how elements of music are used in teacher-selected examples</p> <ul style="list-style-type: none"> ● Work songs ● Cowboy songs ● Square dances ● Spirituals ● Ragtime ● Blues <p>Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage</p> |

| Historical and Cultural Contexts: Develop and apply the knowledge and skills to understand music's role and function in various cultures | | | | |
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| K | 1 | 2 | 3 | 4 |
| <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> ● lullabies ● marches ● nursery ● rhymes/chants <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance</p> | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> ● Western and non-Western music ● circle games ● call and response <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> ● patriotic ● Native American ● African American ● singing Games <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> ● play party ● folk dances/folk music ● national anthem <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> | <p>Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events</p> <ul style="list-style-type: none"> ● work songs ● cowboy songs ● square dances ● spirituals ● ragtime ● blues <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> |

Historical and Cultural Contexts: Develop and apply the knowledge and skills to understand careers in music.

| K | 1 | 2 | 3 | 4 |
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| <p>Identify responsibilities of a music leader and group participants in a classroom setting.</p> | <p>Identify responsibilities of a music leader and group participating in a classroom setting or performance ensemble setting.</p> | <p>Identify responsibilities of an accompanist and soloist.</p> | <p>Identify responsibilities of a composer and conductor.</p> | <p>Identify available music-related careers in a given setting in the community</p> <p>Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.</p> |

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| CONTENT AREA: General Music | UNIT TITLE: Product Performance |
| Course: K | UNIT DURATION: Ongoing |

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| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: | BIG IDEA(S): |
| <ul style="list-style-type: none"> ● Silver Burdett Making Music Series ● Quaver’s Marvelous General Music Curriculum | <ul style="list-style-type: none"> ● Create music independently and with others |
| ENDURING UNDERSTANDINGS: | ESSENTIAL QUESTIONS: |
| <ul style="list-style-type: none"> ● Develop and apply singing and instrumental skills to perform and communicate through the arts. | <ul style="list-style-type: none"> ● How do we make music? ● How is sound organized? |

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

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/ TANDARD <i>i.e.</i> GLE/CLE/MLS/ NGSS | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| GLE | PP1AK: Use singing, speaking, whispering, and shouting voices | X | |
| GLE | PP1CK: Perform a varied repertoire of songs, including patriotic, folk, seasonal, & spirituals | | X |
| GLE | PP1EK: Perform in groups following cues of the conductor | X | |
| GLE | PP2AK: Perform using two dynamic levels --soft and loud, Echoes simple rhythms (long and short sounds) | X | |
| GLE | PP2CK: Perform a varied of repertoire of music including instrumental accompaniments representing diverse cultures, genres, & styles | | X |
| GLE | PP2DK: Echo short rhythmic patterns on rhythm instruments and/or body percussion | X | |
| GLE | PP2EK: Perform in groups following cues of conductor | X | |

| OBJECTIVE # 1 | Develop & apply singing skills | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP1AK, PP1CK, PP1EK | |
| 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 understand how to develop and apply different voice qualities in different environments with a variety of music Students understand how to apply the academic vocabulary using their singing voices Students understand the importance of following the cues of the conductor | <ul style="list-style-type: none"> Whisper, speak, shout, sing Styles of music Conductor Soft and loud Long and short sounds | <ul style="list-style-type: none"> Use whispering, speaking, shouting, & singing voices Sing a varied repertoire of songs, including patriotic, folk, seasonal, & spirituals Perform in groups following cues of the conductor Perform using two dynamic levels--soft & loud Echo simple rhythms (long & short sounds) |
| 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 whispering, speaking, calling, and singing voices (Unit 1 Lesson 10, Unit 1 Lesson 11, Unit 1 Lesson 12) Utilize songs characteristic of patriotic, folk, seasonal, & spirituals (Unit 12 Lesson 12, Unit 1 Lesson 5, Unit 3 Intro, Unit 3 Lesson 11, Unit 12 Lesson 3, Unit 12 Lesson 4, Unit 12 Lesson 7) Incorporate soft & loud dynamics (Unit 1 Lesson 1, 2; Unit 2 Lesson 1; Unit 6 Lesson 1; Unit 8 Lesson 12) | <ul style="list-style-type: none"> Listen, learn, & sing songs and speech pieces that utilize various voices Listen, learn, & sing patriotic, folk, seasonal, & spiritual songs Listen, learn, & sing songs using soft & loud dynamics | <p>1, 2</p> <p>1,2</p> <p>1,2</p> |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| 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 • Listening assignment of the 4 voices • Students sing individually and in groups while the teacher listens for growth in independent singing. | 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 song or speech piece by breaking down into smaller pieces | <ul style="list-style-type: none"> • Work with partner to work on echoing voices with songs & speech pieces | 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 | <ul style="list-style-type: none"> • Students create and perform a short piece for presentation utilizing different voices | 4 |

| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> PP2AK, PP2CK, PP2DK, PP2EK | |
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| 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 understand how to use motor skills to apply the academic vocabulary using their instrumental skills in a variety of musical styles. Students understand how to perform a steady beat and rhythm on instrument | <ul style="list-style-type: none"> Steady beat Soft & loud Long & short Styles of music Echo short patterns Conductor | <ul style="list-style-type: none"> Perform a steady beat Perform using two dynamic levels-soft & loud Echoes simple rhythms (long & short sounds) Play a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, & styles Echo short rhythmic patterns on rhythm instruments and/or body percussion Perform in groups following cues of 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"> Model correct instrument playing technique on beat (Unit 1 Lesson 3, 4, 6; Unit 3 Lesson 3,4; Unit 4 Lesson 2,3) Utilize rhythmic echo playing (Unit 2 Lesson 6; Unit 6 Lesson 12; Unit 7 Lesson 3) Utilize songs for playing beat (Unit 1 Lesson 4;Unit 2 Lesson 4; Unit 4 Lesson 1; Unit 6 Lesson 5; Unit 9 Lesson 10) | <ul style="list-style-type: none"> Perform beat on instrument using correct technique Echo rhythms on instrument | 1,2 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 Students echo patterns played by the teacher as | Formative | 1,2 |

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| <p>the teacher listens and watches for growth in rhythmic skills.</p> <ul style="list-style-type: none"> Students perform in class while the teacher listens and watches for growth in rhythmic skills. | | |
| 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"> Practice and reteach whole group, breaking down vocabulary/skill Modify song by segmenting into smaller sections | <ul style="list-style-type: none"> Work with partner on playing beat Work in small groups on playing rhythms | 1,2 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 Teacher reads short story while students list characters/actions | <ul style="list-style-type: none"> Students create and perform a short rhythmic piece for presentation utilizing correct instrument playing technique Students select and play instruments to create sounds representing characters in the story | 4 3,4 |



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| CONTENT AREA: General Music | UNIT TITLE: Elements of Music |
| COURSE: K | UNIT DURATION: Ongoing |

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| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: | | BIG IDEA(S): | |
| <ul style="list-style-type: none"> Silver Burdett Making Music Series Quaver's Marvelous General Music Curriculum | | <ul style="list-style-type: none"> Have an understanding of the vocabulary and notation of music | |
| ENDURING UNDERSTANDINGS: | | ESSENTIAL QUESTIONS: | |
| <ul style="list-style-type: none"> Develop and apply the knowledge and skills to read and notate music | | <ul style="list-style-type: none"> What symbols or pictures can be used to notate 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 | EM1AK: Read icons for long and short sounds and silence in duple meter | X | |

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| OBJECTIVE # 1 | Develop and apply music reading and notation skills | | |
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> EM1AK | | |
| 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 the symbols/pictures as related to musical sounds | <ul style="list-style-type: none"> Long and short sounds Silence | <ul style="list-style-type: none"> Students will be able to decode symbols and pictures into musical 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 symbols/pictures to relate to the long/short sounds and silences in songs (Unit 4, lessons 3 & 4, & Unit 5, lesson 2) | <ul style="list-style-type: none"> Listen, learn, & sing songs and speech pieces that utilize long and short sounds and silences Read/track icons or pictures that | 1,2 | |

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| | demonstrate long and short sounds and silences | |
| 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 • Group/individual tracking exercise | 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 students as time allows • Practice and reteach whole group, breaking down vocabulary/skill • Modify song or speech piece by breaking down into smaller pieces | <ul style="list-style-type: none"> • Work with partner to practice demonstrating symbols or pictures | 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"> • Student creates their own rhythmic patterns using long/short sounds and silences pictures • Teacher reads short story while students list characters/actions | <ul style="list-style-type: none"> • Students create and perform a short piece for presentation • Students select and play instruments to create sounds representing characters in the story | 4 4 |



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| CONTENT AREA: General Music COURSE: K | UNIT TITLE: Artistic Perceptions UNIT DURATION: Ongoing |
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| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> Silver Burdett Making Music Series Quaver’s Marvelous General Music Curriculum | BIG IDEA(S): <ul style="list-style-type: none"> Evaluate music based on critical listening and theoretical analysis developed through best musical practices |
| 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 |
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| GLE | AP1AK: Distinguish between same and different | X | |
| GLE | AP1BK: Respond and move to aural examples of music (sound & silence) ; Differentiate between various vocal productions (singing/whispering/shouting/speaking) | X | |
| GLE | AP2AK: Develop criteria to distinguish between a quality/non-quality performance through listening and musical elements of appropriate voice usage, loud/soft, steady beat, and posture/stage presence. | X | |
| GLE | AP2BK: Use music terms to describe their personal response (feelings) to a music | X | |

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| 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"> AP1AK | | |
| 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 music has same and different sections | <ul style="list-style-type: none"> Same Different | <ul style="list-style-type: none"> Respond to same and different sections through actions/instruments/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 songs and speech pieces that demonstrate same and different sections (Unit 5, lesson 5 and 6) | <ul style="list-style-type: none"> Students listen for a change in the music to determine a new section Students listen for same and different sections or melodies | 1,2,3 | |
| | | 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 Students identify or create a pattern using written symbols or movement demonstrating same and different | | 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 Modify song or speech piece by breaking down into smaller pieces | <ul style="list-style-type: none"> Work with partner to listen for and identify same and different | <ul style="list-style-type: none"> 1,2,3 | |

| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
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| 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 | <ul style="list-style-type: none"> Students create and perform a short piece for presentation with same and different sections | 4 |

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| 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"> AP1BK |

| WHAT SHOULD STUDENTS... | | |
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| 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 i.e. sound and silence Students will differentiate between various vocal productions (singing, whispering, shouting, speaking) | <ul style="list-style-type: none"> Sound Silence Singing Whispering Shouting Speaking | <ul style="list-style-type: none"> Identify and move to sounds and silences Recognize vocal productions: whispering, speaking, shouting, and singing |

| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
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| 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 using sounds and silence (Unit 1, lesson 12) Utilize songs and speech pieces using vocal productions of singing, whispering, shouting, and speaking Recommended materials: * Unit 1, lesson 12 | <ul style="list-style-type: none"> Students listen for silence and sound in songs Students listen for vocal productions: whispering, speaking, shouting, and singing in songs | 1,2,3 1,2,3 |

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| * Unit 1, Review * Unit 2, lesson 9 | | |
| 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 • Group/Individual response to sounds/silence and the 4 vocal productions | Formative and Summative | 1,2,3 |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | <ul style="list-style-type: none"> • DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Student creates their own composition using sounds/silence • Teacher reads short story while students list characters | <ul style="list-style-type: none"> • Create their own short patterns of sounds/silence • Identify and perform the type of voice used by character | 4 4 |

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| 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"> • AP2AK, AP2BK | |
| 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 quality/non-quality performance through listening and self-assessment with regard to the musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence • Students will use grade-level appropriate language to describe their response (feelings) to a musical example | <ul style="list-style-type: none"> • Quality and non-quality performance • Appropriate singing voice • Loud/soft • Steady beat • Posture/stage presence | <ul style="list-style-type: none"> • Students will be able to use grade level appropriate language to describe quality and non-quality performance • Match appropriate voice to setting • Distinguish between loud and soft, steady beat, and posture/stage presence • Students will be able to use grade appropriate language and musical terms to describe their response (feelings) to a musical example |

| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
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| 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 singing voice (Unit 1, lesson 12) Utilize song examples of loud/soft (Unit 2, lesson 1) Utilize song examples of steady beat (Unit 4, lesson 6) Provide examples of visual performance and stage presence (Unit 4, lesson 8) | <ul style="list-style-type: none"> Students listen for appropriate singing voice, loud/soft, and steady beat Students evaluate posture/stage presence | 1,2,3 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 Role play Informal discussion on voices and stage presence Informal discussion on utilizing loud/soft and steady beat | Formative | 1,2,3 |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? | | |
| <i>Possible Interventions</i> | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | <ul style="list-style-type: none"> 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 role play Work with partner, discussing singing voice, loud/soft, steady beat, and stage presence | 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"> Create own role play situations on vocal production and stage presence Create piece using loud/soft, steady beat | <ul style="list-style-type: none"> Work with partner or small groups to role play Create short patterns of loud/soft and steady beat | 3,4 |



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| CONTENT AREA: General Music | UNIT TITLE: Interdisciplinary Connections |
| COURSE: K | UNIT DURATION: Ongoing |

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| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: | BIG IDEA(S): | | |
| <ul style="list-style-type: none"> Silver Burdett Making Music Series Quaver's Marvelous General Music Curriculum | <ul style="list-style-type: none"> Relationships between music, arts, and other subjects | | |
| ENDURING UNDERSTANDINGS: | ESSENTIAL QUESTIONS: | | |
| <ul style="list-style-type: none"> Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts | 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 |
| GLE | IDC1AK: Use terms such as plain, fancy, same or different, bright or dark, in music class and art class | | X |

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| 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"> IDC1AK | | |
| 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"> Use terms such as plain or fancy, same or different, bright or dark, in music class and art class | <ul style="list-style-type: none"> plain/fancy same/different bright/dark musical terms | <ul style="list-style-type: none"> Use grade level appropriate language to describe terms used in both music and art class | |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET | |

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| | | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Utilize songs and speech pieces that demonstrate differences in musical pieces and in art pictures (Unit 1, lesson 5; Unit 4, lesson 10; & Unit 5, lesson 7) | <ul style="list-style-type: none"> Listen, learn, and sing songs and speech pieces that contain various musical and artistic traits: plain/fancy, same/different, bright/dark, etc. | 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 Informal discussion of how musical and art traits can be used Compare/contrast musical and art examples | 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 | <ul style="list-style-type: none"> Role play and/or work with partner to demonstrate differences in 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 examples using music and art examples with set guidelines | <ul style="list-style-type: none"> Students create and perform with music and art examples for presentation | 1,2,3,4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: K</p> | <p>UNIT TITLE: 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"> Quaver’s Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Music has been used throughout history in various cultures. |
| <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"> How does music affect culture? What are the responsibilities within a music group? What is appropriate performance behavior? |

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 | HCC1AK: Develop and apply the knowledge and skills to understand works of art in time and place. | x | |
| GLE | HCC1BK: Develop and apply the knowledge and skills to understand stylistic practices. | x | |
| GLE | HCC1CK: Develop and apply the knowledge and skills to understand music’s role and function in various cultures | x | |
| GLE | HCC1DK: Develop and apply the knowledge and skills to understand various careers in music | x | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to understand works of art in time and place | |
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| GLE | <ul style="list-style-type: none"> HCC1AK | |
| 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 of various styles (lullaby, march, nursery rhyme, chant) Students will differentiate the use of various styles (lullaby, march, nursery rhyme, chant) | <ul style="list-style-type: none"> Lullaby March Nursery Rhyme Chant | <ul style="list-style-type: none"> Students will be able to describe how and why a specific piece of music is considered a lullaby, march, nursery rhyme, and chant. |
| 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 (Patriotic = <i>America</i>; Singing games = <i>The Farmer in the Dell, Looby Loo, Grizzly Bear, Skip to My Lou</i>) Read nursery rhymes to class (<i>Hey, Diddle, Diddle, Itsy Bitsy Spider, Hickory Dickory Dare</i>) | <ul style="list-style-type: none"> Students listen for lullaby, march, nursery rhyme, chant Students move to show lullaby, march, nursery rhyme, chant | 1,2,3 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 Compare/contrast styles Classroom discussion of 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 song or speech piece by breaking down into smaller pieces | <ul style="list-style-type: none"> Work with partner to role play Work with partner, discussing characteristics for each style (lullaby, march, nursery rhyme, chant) | 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) |
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| <ul style="list-style-type: none">• Create a short piece in small groups in a lullaby, march, nursery rhyme, or chant. | <ul style="list-style-type: none">• In small groups create a short two line section using teacher guidelines• Identify and perform the type of style | 1, 2, 3, 4 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand stylistic practices | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1BK | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will understand how elements of music are used in lullabies and marches to create correct mood/feeling. Students will understand how beat and rhyming are used in nursery rhymes/chants | <ul style="list-style-type: none"> Lullabies Marches Nursery rhymes/chants Mood/feeling Beat Rhyming | <ul style="list-style-type: none"> Students will be able to identify the different styles of music when hearing/singing lullabies, marches, nursery rhymes/chants |
| 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 listening and singing examples of lullabies and marches (<i>Chippewa Lullaby, Zula Lullaby, Cradle Song, Hush Little Baby; Semper Fidelis</i>) Utilize various nursery rhymes/chants (<i>Baa, Baa Black Sheep, Humpty Dumpty, Old King Cole</i>) | <ul style="list-style-type: none"> Students will sing lullabies and marches to create correct mood/feeling of the song Students will memorize nursery rhymes/chants to share with their families | 1,2,3,4 |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | INQUIRY CONNECTIONS |
| <ul style="list-style-type: none"> Concept of rhyming | <ul style="list-style-type: none"> Students will listen/find rhyming components of nursery rhymes/chants | 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 Movement activity to show recognition of lullabies, marches, and nursery rhymes/chants | 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"> • Perform lullabies and marches using correct and incorrect musical aspects • Recite nursery rhymes/chants correctly and incorrectly | <ul style="list-style-type: none"> • Role play • Listen for rhyming and non-rhyming components of nursery rhymes/chants | 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"> • Create a new nursery rhyme/chant | <ul style="list-style-type: none"> • Students work individually or in small groups to write a new nursery rhyme/chant by utilizing the rhyming component | 1,2,3,4 |

| OBJECTIVE # 3 | Develop and apply the knowledge and skills to understand music's role and function in various cultures | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1CK | |
| 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 identify and demonstrate appropriate listening behavior during a classroom or outside musical performance. | <ul style="list-style-type: none"> Lullabies Marches Nursery rhymes/chants | <ul style="list-style-type: none"> Students will be able to describe why a specific piece of music is appropriate for an event. Students will be able to describe and demonstrate proper concert etiquette. |
| 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 that is used specifically for a particular event (Birthdays, Holidays, Parades, Lullaby, Patriotic, Spiritual) Practice best concert behavior. | <ul style="list-style-type: none"> Listen to and learn songs used at particular events. Watch or attend a musical concert to observe best concert behavior. | 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 of how and why certain music is performed at particular events Compare / contrast appropriate concert behavior | 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. | <ul style="list-style-type: none"> Role play | 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 the music for that event.• Write a list of concert rules. | <ul style="list-style-type: none">• Students role play their event with the music.• Students present concert rule list. | 1,2,3,4 |

| OBJECTIVE # 4 | Develop and apply the knowledge and skills to understand careers in music | | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1DK | | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> | |
| <ul style="list-style-type: none"> Students identify responsibilities of a music leader and group participants in a classroom setting | <ul style="list-style-type: none"> Music leader/conductor Group participants | <ul style="list-style-type: none"> Identify and discuss how a conductor leads a group Discuss the responsibilities of a group in a classroom setting | |
| 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"> Discuss with students the responsibilities of a music leader (Role play as a conductor) Discuss with students the responsibilities of a musical group (Teamwork/Cooperation) Discuss how these work together in a classroom setting | <ul style="list-style-type: none"> Participate in discussions about music leader and group Discuss how two work together in a classroom setting | 1,2,3 | |
| 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 Listening to student responses during discussion Observation as students take part in performing groups | | 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) | |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <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 discuss each individual's role | 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 design various examples of leaders and group participants | <ul style="list-style-type: none"> • Students create and perform an example of music leader with group participants | 1,2,3 |

FIRST GRADE



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 1st Grade</p> | <p>UNIT TITLE: 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"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <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 and instrumental 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? • How do we make 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 | PP1A1: Reproduce/echo melodies in limited range (sol-mi, la-sol-mi); use a singing voice | | X |
| GLE | PP1B1: Demonstrate fast and slow tempo | X | |
| GLE | PP1C1: Perform a varied repertoire of songs, including patriotic, folk, seasonal, and spirituals | | X |
| GLE | PP1E1: Perform in groups using a steady beat following the cues of the conductor | X | |
| GLE | PP2A1: Perform a steady beat; echo simple rhythmic patterns | X | |
| GLE | PP2B1: Demonstrate fast and slow tempo | X | |
| GLE | PP2C1: Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles | | X |
| GLE | PP2D1: Echo short rhythmic patterns on rhythm instruments, and/or body percussion | X | |
| GLE | PP2E1: Perform in groups using a steady beat following the cues of the conductor | X | |

| OBJECTIVE # 1 | Develop and apply singing skills | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP1A1, PP1B1, PP1C1, PP1E1 | |
| 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 understand how to echo melodies, using a singing, voice in a limited range Students will understand and demonstrate how the speed of music can change Students will understand there are various types of songs and music Students will understand and perform a steady beat and how to follow the cues of the conductor | <ul style="list-style-type: none"> Songs Melodies Singing voice Fast and slow tempo Varied repertoire: patriotic, folk, seasonal, and spiritual Perform in groups Steady beat Conductor | <ul style="list-style-type: none"> Reproduce/echo melodies in a limited range Use a singing voice Demonstrate fast and slow tempo Perform a varied repertoire of songs including: patriotic, folk, seasonal, and spiritual Perform in groups using a steady beat following the cues of 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"> Utilize songs and melodies that use a singing voice in a limited range (Unit 2, lesson 9) Utilize songs that demonstrate a fast and slow tempo (Unit 2, lesson 1) Utilize songs characteristic of patriotic (Unit 7, lesson 11), folk (Unit 1, lesson 5), seasonal (Unit 12, lesson 7), and spiritual (Unit 2, lesson 5) Utilize songs and speech pieces that demonstrate steady beat, while performing in groups following the conductor (Unit 1, lesson 1 & Unit 2, lesson intro) | <ul style="list-style-type: none"> Listen, learn, and sing songs that use a singing voice in a limited range Listen, learn, and sing songs that use a fast and slow tempo Listen, learn, and sing patriotic, folk, seasonal, and spiritual songs Perform songs in a group using a steady beat while following the conductor | 1,2,3 |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| 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 • Listening assignments of singing voice • Students sing individually and in groups while the teacher listens for growth in independent singing • Students demonstrate fast and slow during class while the teacher watches for growth in technical skills • Students perform individually and in groups while the teacher watches for growth in keeping steady beat and following conductor | Formative Summative | 1,2,3 |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? | | |
| <i>Possible Interventions</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"> • Work one on one with student as time allows • Practice and reteach whole group, breaking down vocabulary/skill • Modify songs or speech pieces by breaking down into smaller pieces | <ul style="list-style-type: none"> • Work with partner on echoing singing voice • Work with teacher or partner on demonstrating fast and slow • Work with teacher or partner on practicing steady beat methods | 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 short piece with set guidelines | <ul style="list-style-type: none"> • Students create and perform a short piece for presentation utilizing singing voice, steady beat, and fast and slow | 1,2,3,4 |

| OBJECTIVE # 2 | Develop and apply instrumental skills | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP2A1, PP2B1, PP2C1, PP2D1, PP2E1 | |
| 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 understand how to perform a steady beat and rhythm on rhythmic instruments and/or body percussion Students understand how to use motor skills to apply the academic vocabulary using their instrumental skills in a variety of musical styles | <ul style="list-style-type: none"> Steady beat Echo short rhythmic patterns Fast and slow Styles of music Perform in groups Conductor | <ul style="list-style-type: none"> Perform a steady beat Echo short, simple rhythmic patterns on rhythm instruments and/or body percussion Demonstrate fast and slow tempo Play a varied repertoire of music including instrumental accompaniments, representing diverse cultures, genres, & styles Perform in groups using a steady beat following the cues of 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"> Model correct instrument technique and body percussion with steady beat and rhythmic activities (Unit 2, lesson 4) Utilize rhythmic echo playing (Unit 1, lesson 4, & Unit 12, lesson 13) Utilize songs for playing fast and slow (Unit 2, lesson 1 & Unit 4, lesson 1) Utilize songs that demonstrate a variety of styles of music (Unit 1, lesson 8; Unit 2, lesson 2; Unit 3 intro.; & Unit 3, lesson 4) Utilize songs and speech pieces that demonstrate steady beat, while performing in groups following the conductor (Unit 1, lessons 1 | <ul style="list-style-type: none"> Perform steady beat on with instruments and body percussion using correct technique Echo rhythmic patterns Demonstrate fast and slow tempos Listen to and perform a variety of accompaniments to musical styles | 1,2,3 |

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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"> • Observation • Students echo patterns played by the teacher as the teacher listens and watches for growth in steady beat and rhythmic skills • Students are evaluated through individual and group playing activities in which the teacher watches for growth in technical and expressive skills | 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"> • Practice and reteach whole group, breaking down vocabulary/skill • Modify song by segmenting into smaller sections | <ul style="list-style-type: none"> • Work with partner on playing steady beat and rhythmic patterns • Work with partner on demonstrating fast and slow tempos | 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 short piece with set guidelines | <ul style="list-style-type: none"> • Students create and perform a short rhythmic piece for presentation, including steady beat, rhythmic patterns, and fast and slow tempos | 4 |



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| CONTENT AREA: General Music COURSE: 1st Grade | UNIT TITLE: Elements of Music UNIT DURATION: Ongoing |
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| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> Silver Burdett Making Music Series Quaver’s Marvelous General Music Curriculum | BIG IDEA(S): <ul style="list-style-type: none"> Have an understanding of the vocabulary and notation of music |
| ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Develop and apply music reading and notation skills Quaver’s Marvelous General Music Curriculum | ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> What symbols or pictures can be used to notate music? What symbols can be used to identify high and low sounds? How can students describe fast and slow tempos? |

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 | EM1A1: Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest and eighth note pairs | X | |
| GLE | EM1B1: Identify icons for high and low sounds | X | |
| GLE | EM1C1: Recognize fast and slow tempi | X | |

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| OBJECTIVE # 1 | Develop and apply the knowledge and skills to read and notate music |
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> EM1A1, EM1B1, EM1C1 |

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 the symbols or standard notation as it relates to quarter note/rest and eighth note pairs Students understand that music uses high and low sounds and symbols Students will recognize fast and slow tempi | <ul style="list-style-type: none"> Quarter note/rest Eighth note pairs High/low sound Fast/slow | <ul style="list-style-type: none"> Read simple rhythm patterns Recognize symbols and pictures that represent high and low sounds Perform songs with fast and slow tempi |

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) |
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| <ul style="list-style-type: none"> Teacher will utilize songs and speech pieces to demonstrate the notation used for quarter note/rest and eighth note pairs (Unit 1, lesson 4; Unit 4, lesson 2; and Unit 2, lesson 4). Teacher will utilize symbols (iconic notation) to demonstrate the use of simple rhythm patterns. Teacher will utilize songs that demonstrate high and low sounds (Unit 1, lesson 8 & Unit 2, lesson 9). Students understand how to recognize the speed of the music (Unit 2, lesson 1 7 Unit 4, lesson 1). | <ul style="list-style-type: none"> Listen, learn, & sing songs and speech pieces that utilize quarter note/rest and eighth note pairs Read/track icons or pictures that demonstrate the use of simple rhythmic patterns Students listen for high and low sounds Students learn various icons and notation that reflect high and low sounds Listen, learn, and sing songs and speech pieces that utilize fast and slow tempi | 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) |
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| <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 and rhythmic skills. Students sing and play individually and as a group while teacher watches for growth in expressive skills. Students are evaluated during class through teacher listening and observance. | Formative | 1,2 |

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 allows Practice and reteach whole group, breaking down vocabulary/skill Modify song or speech piece by breaking down into smaller pieces | <ul style="list-style-type: none"> Work with partner to work on echoing rhythmic patterns Work with partner to work on echoing and identifying high and low sounds Work with partner to listen and identify fast and slow tempos | 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) |
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| <ul style="list-style-type: none"> ● Student creates their own rhythmic patterns using quarter note/rest and eighth note patterns ● Teacher reads story and students create rhythmic pattern or accompaniment for sections of story ● Teacher helps student compile examples of music that use high and low sounds ● Help student create short piece with set guidelines using high/low and/or fast/slow ● Teachers helps student compile examples of music that use fast and slow sounds | <ul style="list-style-type: none"> ● Students create and perform a short piece for presentation ● Students select and play instruments to create sounds representing events/characters in the story ● Student presents of examples of high and low examples ● Student presents examples of fast and slow music ● Students create and perform a short piece for presentation utilizing fast and slow speeds | <p align="center">4</p> |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 1st Grade</p> | <p>UNIT TITLE: Artistic Perceptions</p> <p>UNIT DURATION: Ongoing</p> |
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| <p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Listen perceptually and respond to music intellectually and emotionally • Evaluate music based on critical listening and theoretical analysis developed through best musical practices |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms • Develop and apply the knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors • Develop and apply the knowledge and skills to evaluate music and musical performances and compositions | <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 music 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 | AP1A1: Distinguish between music opposites: same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, and up/down | X | |
| GLE | AP1B1: Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat | X | |
| GLE | AP2A1: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, and posture/stage presence | | X |
| GLE | AP2B1: Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories) | X | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> AP1A1 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will understand that there are musical opposites | <ul style="list-style-type: none"> same/different high/low fast/slow long/short smooth/separated soft/loud up/down | <ul style="list-style-type: none"> Respond to musical opposites (academic vocabulary) within a song or speech piece |
| 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 musical opposites: <ul style="list-style-type: none"> same/different (Unit 3, lesson 7) high/low (Unit 1, lesson 7) fast/slow (Unit 2, lesson 1) long/short (Unit 6, lesson 1) smooth/separated (Unit 6, lesson 1) soft/loud (Unit 1, lesson 1) up/down (Unit 1, lesson 8) | <ul style="list-style-type: none"> Students listen for a change in musical opposites (academic 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"> Students are evaluated during class through teacher listening and observance Students discuss musical opposites (academic vocabulary) as teacher listens for growth in 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 | <ul style="list-style-type: none"> • Students create and perform a short piece for presentation containing the musical opposites listed in the academic vocabulary | 4 |

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| 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"> • AP1B1 |

| 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 musical opposites (academic vocabulary) • Students will differentiate between male, female, and children's voices • Students will differentiate between accompanied/unaccompanied | <ul style="list-style-type: none"> • High/low • Fast/slow • Long/short • Smooth/separated • Soft/loud • Same/different • Up/down • Beat/no beat • Male, female, and children's voices • Accompanied/unaccompanied | <ul style="list-style-type: none"> • Students will be able to move and respond to musical opposites in academic vocabulary • Students will be able to tell the difference between male, female, and children's voices • Students will be able to tell the difference between a song with accompaniment and one unaccompanied |

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) |
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| <ul style="list-style-type: none"> ● Utilize songs and speech pieces that demonstrate the use of musical opposites: <ul style="list-style-type: none"> ○ high/low (Unit 1, lesson 7) ○ fast/slow (Unit 2, lesson 1) ○ long/short (Unit 6, lesson 1) ○ smooth/separated (Unit 6, lesson 1) ○ soft/loud (Unit 3, lesson 1) ○ same/different (Unit 4, lesson 5) ○ up/down (Unit 1, lesson 8) ○ beat/no beat (Unit 1, lesson 3) ● Utilize songs and speech pieces that use male, female, and children’s voices (Unit 1, lesson 1 & Unit 2, lesson 5) ● Utilize songs and speech pieces that use accompaniment and those without (Unit 1 intro & Unit 3 intro) | <ul style="list-style-type: none"> ● Students will listen and learn songs that demonstrate the use of musical opposites listed in academic vocabulary ● Students will listen for male, female, and children’s voices in songs ● Students will listen and learn songs that are accompanied and unaccompanied | 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 and play individually and as a group while teacher watches for individual growth in expression ● Student will discuss musical opposites (in academic vocabulary) while teacher listens and watches for musical growth | 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 music opposites/vocabulary ● Work one on one with student as time allows ● Work with student on listening to and | <ul style="list-style-type: none"> ● Work with partner to discuss and listen for musical opposites ● Work with partner to listen for male, female, | 1,2 |

| <p>understanding the difference of male, female, and children's voices</p> <ul style="list-style-type: none"> • Work with student on listening to accompanied and unaccompanied selections | <p>and children's voices</p> <ul style="list-style-type: none"> • Work with partner to listen to accompanied and unaccompanied | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <p>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i></p> | | |
| <p>INSTRUCTIONAL ACTIVITY/METHOD</p> | <p>STUDENT LEARNING TASK</p> | <p>DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> • Help student create their own composition using musical opposites listed in academic vocabulary • Help student compile example recordings of male, female, and children's voices to demonstrate differences • Help student create or select musical examples of accompanied and unaccompanied | <ul style="list-style-type: none"> • Create their own composition with set guidelines demonstrating musical opposites • Create musical of example of use of male, female, and children's voices • Create musical examples of accompanied and unaccompanied selections | <p>4</p> |

| OBJECTIVE # 3 | Develop and apply the knowledge and skills to evaluate music and musical performances and compositions | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> AP2A1, AP2B1 | |
| 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 quality/non-quality performance through listening and self-assessment with regard to the musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence Students will use grade-level appropriate language to describe their response to a musical example (images/stories) | <ul style="list-style-type: none"> quality and non-quality performance appropriate singing voice loud/soft steady beat posture/stage presence | <ul style="list-style-type: none"> Students will be able to use grade level appropriate language to describe quality and non-quality performances Match appropriate voice to setting Distinguish between loud and soft, steady beat, and posture/stage presence Students will be able to use grade level appropriate language and musical terms to describe their response to a musical example (images/feelings) |
| 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 singing voice Utilize song examples of loud/soft and steady beat Provide examples of visual performances Recommended materials: <ul style="list-style-type: none"> Unit 1, lesson 1 Unit 5, lesson 12 Unit 1, lesson 3 Unit 3, lesson 7 | <ul style="list-style-type: none"> Students listen for appropriate singing voice, loud/soft, and steady beat Students evaluate posture/stage presence Students will use grade level music terms to describe their personal response to a musical example | 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 • Role play • Informal discussion on voices and stage presence • Informal discussion on utilizing loud/soft and steady beat • Informal discussion sharing responses to musical example using image/stories | 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 singing voice, loud/soft, steady beat, 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 own role play situations on vocal productions and stage presence • Help student create piece using loud/soft, steady beat • Help student create musical example using images/story | <ul style="list-style-type: none"> • Work with partner or small groups to role play • Create short patterns of loud/soft and steady beat • Create musical example using images/stories | 3,4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 1st Grade</p> | <p>UNIT TITLE: 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"> Silver Burdett Making Music Series Quaver’s Marvelous General Music Curriculum | <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 connections between music and related arts and humanities Develop and apply the knowledge and skills to understand the relationships between music and non-arts disciplines | <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 | IDC1A1: 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; identify ways ideas are used differently in art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, play, or ballet) | X | |
| GLE | IDC1B1: Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music; list common themes found in all subject areas (e.g., repetition) | X | |

| OBJECTIVE # 1 | Develop and apply knowledge and skills to understand the relationships between music and related arts and humanities | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • IDC1A1 | |
| 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"> • 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 • Identify ways ideas are used differently in music (e.g., how music heard or sung in class makes you feel and do the same after viewing a painting, play, or ballet) • Recommended materials: <ul style="list-style-type: none"> ○ Unit 1, lessons 7 & 8 ○ Unit 4, lesson 2 | <ul style="list-style-type: none"> • Art • Dance • Theatre • Happy/sad • Light/dark • Same/different • Painting • Play • Ballet | <ul style="list-style-type: none"> • Use grade level appropriate language to describe terms used in both music, art, dance, and theatre |
| 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 and art work examples that demonstrate the similarities and differences in music, art, dance, and theatre (Unit 1, lessons 7 & 8; & Unit 4, lesson 2) • Hold informal class discussions on how music makes you feel, or after looking at a painting, play, or ballet (Unit 1, lessons 7 & 8; & Unit 2, lesson 12; & Unit 3, lesson 8) | <ul style="list-style-type: none"> • Listen, learn, and sing songs and speech pieces that contain various musical and artistic/performing arts traits. • Examine a variety of art/performing art works, and share in discussion of feelings/response. | 1,2,3,4 |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| 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 • Teacher observes for growth in expression of how musical and performing art traits can be used • Students are evaluated through group discussions and responses to questions as teacher listens and observes. • Compare/contrast musical and art examples | 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 • Choose simple art pieces and discuss traits, feelings, etc. | <ul style="list-style-type: none"> • Work/share with partner to demonstrate musical and art difference in simple examples • Work/share with partner discuss feelings and reactions to various musical and art pieces | 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 | <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 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand the relationships between music and non-arts disciplines | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • IDC1B1 | |
| 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 way in which the principles and subject matter of other disciplines are interrelated with those of music (Unit 1, lesson 7 & Unit 3, lesson 8). • Students will listen for common themes found in all subject areas (Unit 1, lesson 8 & Unit 2, lesson 12). | <ul style="list-style-type: none"> • Subject matter • Disciplines • Themes | <ul style="list-style-type: none"> • 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 |
| 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, and other activities that show the relationship of music and other disciplines | <ul style="list-style-type: none"> • 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 • 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> | | |
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| 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. • 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 with partner to demonstrate examples of music's connections with other subject areas | 1,2,3,4 |
| 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 examples demonstrating the relationship of music and other subject areas • Help students create examples that show common themes in all subject areas | <ul style="list-style-type: none"> • Students create and present music examples that demonstrate the relationship of music and other subject areas • Students create and present examples that demonstrate themes across all subject areas | 4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 1st Grade</p> | <p>UNIT TITLE: 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"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <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 | HCC1A1: Develop and apply the knowledge and skills to understand works of art in time and place (genres and styles) | X | |
| GLE | HCC1B1: Develop and apply the knowledge and skills to understand works of art in time and place (stylistic practices) | | X |
| GLE | HCC1C1: Develop and apply the knowledge and skills to understand works of art in time and place (music’s role and function in various cultures) | X | |
| GLE | HCC1D1: Develop and apply the knowledge and skills to understand works of art in time and place (careers in music) | | X |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to understand musical genres and styles | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1A1 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will identify characteristics of teacher-selected genres or styles: Western and non-Western music, circle game, and call and response Students will recognize music of now and long ago | <ul style="list-style-type: none"> Genres/styles Western/non-Western music Circle games Call and response | <ul style="list-style-type: none"> Students will learn various musical traits of styles Students will learn about present music and music of the past |
| 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 <ul style="list-style-type: none"> Western and non-Western music (Unit 1, lessons 8 & 12) circle game (Unit 1, lesson 4 & Unit 2, lesson 9) call and response (Unit 1, lesson 5; Unit 2 intro; & Unit 7, lesson 4) Utilize songs and musical pieces that can be used as musical games, as well as music of now and long ago (Unit 1, lesson 3) | <ul style="list-style-type: none"> Students learn and discuss various styles and musical traits Students learn about the characteristics about Western and non-Western music Students learn songs used in circle games and call and response activities | 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"> Teacher listens for musical growth through informal discussions in class. Compare/contrast 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, circle games, and call and response | 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 compile examples of various styles of music for presentation. • Help student design diagram to compare/contrast characteristics of selected styles. • Help student create short piece to present, using a circle game and/or call and response. | <ul style="list-style-type: none"> • Compile & present examples of styles of music. • Present diagram that compare/contrast characteristics of styles of music. • Prepare and present example of circle game and or call and response. | 4 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand stylistic practices | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • HCC1B1 | |
| 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 learn how the elements of music are used in teacher selected examples: <ul style="list-style-type: none"> ○ Western and non-Western music ○ circle games ○ call and response | <ul style="list-style-type: none"> • Western/non-Western • Circle Games • Call & Response | <ul style="list-style-type: none"> • Describe the function of music in various settings and cultural events (Western/non-Western music, circle games, and call and response) |

| 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 listening and singing examples of Western/non-Western music, circle games, and call and response: <ul style="list-style-type: none"> Western and non-Western music (Unit 1, lessons 5 & 12) circle games (Unit 4, lessons 1 & 2) call and response (Unit 5, lesson 9 & Unit 7, lesson 7) | <ul style="list-style-type: none"> Students will learn and sing songs to learn how elements of music are used in various styles of music. | 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 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, circle games, and call and response | 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 compile examples of various styles, circle games, and call and response activities for presentation Help students create simple diagram on how music elements are used in styles listed Help student create circle game and/or call and response piece | <ul style="list-style-type: none"> Compile and present examples of various styles, circle games, and call and response. Create and present simple diagram on how elements are using in styles listed. Create simple circle game and/or call and response activity. | 4 |

| OBJECTIVE # 3 | Develop and apply the knowledge and skills to understand music's role and function in various cultures | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1C1 | |
| 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 learn and demonstrate appropriate listening behavior for various types of performances | <ul style="list-style-type: none"> Culture Western/non-Western music Circle games Call and response Appropriate behavior | <ul style="list-style-type: none"> Describe the function of music in various cultural settings and cultural events (Western and non-Western music, circle games, and call and response). Discuss and demonstrate appropriate listening behavior for various types of performances. |
| 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: <ul style="list-style-type: none"> Western and non-Western music (Unit 3 intro, lesson 2, & 4) circle games (Unit 4, lessons 1 & 2) call and response (Unit 1 Lessons 6 & 12, & Unit 2 lesson 5) Demonstrate and practice best concert behavior (Unit 1, lesson 11 & Unit 3, lesson 6) | <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. | 1,2 |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| 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 | 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 | <ul style="list-style-type: none"> • Role play | 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. | <ul style="list-style-type: none"> • Students role play their event with the music. • Students present concert rule list. | 1,2,3,4 |

| OBJECTIVE # 4 | Develop and apply the knowledge and skills to understand careers in music. | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1D1 | |
| 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 identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting | <ul style="list-style-type: none"> Music leader/conductor Group participants Performance ensemble | <ul style="list-style-type: none"> Identify and discuss how a conductor leads a group. Discuss the responsibilities of a group in a classroom setting. Discuss the responsibilities of individuals in a performance 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"> Discuss with students the responsibilities of a music leader Discuss with students the responsibilities of a musical group Discuss how these work together in a classroom setting Recommended materials: <ul style="list-style-type: none"> Unit 5, lesson 2 Unit 6, lesson 2 Unit 8, lesson 3 | <ul style="list-style-type: none"> Participate in discussions about music leader and group Discuss how to work together in a classroom setting Discuss how to work together in a performance ensemble | 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 Listening to student responses during discussion. Observation as students take part in performing groups. | Formative | 1,2 |

| 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 discuss each individual's role | 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 design various examples involving leaders and group participants and their respective roles | <ul style="list-style-type: none"> • Students create and perform an example of a music leader with group participants. • Students create and perform an example of a performance ensemble. | 3,4 |

SECOND GRADE



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 2nd Grade</p> | <p>UNIT TITLE: 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"> Silver Burdett Making Music Series Quaver’s Marvelous General Music Curriculum | <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 and instrumental skills to perform and communicate through the arts. | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How do we make music? How is sound organized? |

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 | PP1A2: Apply accurate pitch relationships while singing in a limited range [la-sol-mi, sol-mi-re-do] ; demonstrate appropriate singing posture | | X |
| GLE | PP1B2: Demonstrate loud and soft dynamics [p, f’ and fast and slow tempo | X | |
| GLE | PP1C2: Perform a varied repertoire of songs, including patriotic, folk, seasonal, and spirituals | | X |
| GLE | PP1E2: Perform in groups using a steady beat, matching dynamics, following the cues of the conductor | X | |
| GLE | PP2A2: Perform the following rhythmic patterns using standard or iconic notation: whole note/rest, quarter note/rest, half note/rest, and eighth note pairs. | X | |
| GLE | PP2B2: Demonstrate loud and soft dynamics [p, f] and fast and slow tempi | X | |
| GLE | PP2C2: Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles | | X |
| GLE | PP2D2: Echo short rhythmic patterns on rhythm instruments, and/or body percussion | X | |
| GLE | PP2E2: Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor | X | |

| OBJECTIVE # 1 | Develop and apply singing skills | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP1A2, PP1B2, PP1C2, PP1E2 | |
| 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 understand how to use pitch relationships (la-sol-mi, sol-mi-re-do) in a limited range Students will demonstrate appropriate singing posture Students will understand and demonstrate dynamics (<i>p</i> & <i>f</i>) can change Students will understand and demonstrate how the speed of music can change Students will understand there are various types of songs and music Students will understand and perform a steady beat and how to follow the cues of the conductor | <ul style="list-style-type: none"> Songs Pitches (do, re, mi, sol, la) Singing posture Dynamics: loud (<i>f</i>) and soft (<i>p</i>) Fast and slow tempo Varied repertoire: patriotic, folk, seasonal, and spiritual Perform in groups Steady beat Conductor | <ul style="list-style-type: none"> Apply pitch relationships in a limited range Demonstrate appropriate singing posture Demonstrate dynamics including loud (<i>f</i>) and soft (<i>p</i>) Demonstrate fast and slow tempo Perform a varied repertoire of songs including: patriotic, folk, seasonal, and spiritual Perform in groups using a steady beat following the cues of 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"> Utilize songs and melodies that use pitch relationships (la-sol-mi, sol-mi-re-do) in a limited range (Unit 1, lesson 9) Utilize songs that demonstrate loud (<i>f</i>) and soft (<i>p</i>) dynamics (Unit 1, lesson 1) Utilize songs that demonstrate a fast and slow tempo (Unit 2, lesson 1) Utilize songs characteristic of patriotic (Unit 12, | <ul style="list-style-type: none"> Listen, learn, and sing songs that use pitch relationships (la-sol-mi, sol-mi-re-do) in a limited range Listen, learn, and sing songs that use loud (<i>f</i>) and soft (<i>p</i>) dynamics Listen, learn, and sing songs that use a fast and slow tempo Listen, learn, and sing patriotic, folk, | 1,2,3 |

| <p>lesson 13), folk (Unit 1, lesson 5), seasonal (Unit 12, lesson 2), and spiritual (Unit 1, lesson 6)</p> <ul style="list-style-type: none"> Utilize songs and speech pieces that demonstrate steady beat, while performing in groups following the conductor (Unit 3, introduction) | <p>seasonal, and spiritual songs</p> <ul style="list-style-type: none"> Perform songs in a group using a steady beat while following the conductor | |
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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"> Observation Listening assignments of pitch relationships (la-sol-mi, sol-mi-re-do) Students sing individually and in groups while the teacher listens for growth in independent singing Students demonstrate loud (<i>f</i>) and soft (<i>p</i>) during class while the teacher watches for growth in technical skills Students demonstrate fast and slow during class while the teacher watches for growth in technical skills Students perform individually and in groups while the teacher watches for growth in keeping steady beat and following conductor | <p>Formative Summative</p> | <p>1, 2, 3</p> |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? | | |
| <i>Possible Interventions</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"> Work one on one with student as time allows Practice and reteach whole group, breaking down vocabulary/skill Modify songs or speech pieces by breaking down into smaller pieces | <ul style="list-style-type: none"> Work with partner on echoing pitch relationships (la-sol-mi, sol-mi-re-do) Work with teacher or partner on demonstrating loud (<i>f</i>) and soft (<i>p</i>) Work with teacher or partner on demonstrating fast and slow Work with teacher or partner on practicing steady beat methods | <p>1,2,3</p> |

| 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 | <ul style="list-style-type: none"> Students create and perform a short piece for presentation utilizing pitch relationships (la-sol-mi, sol-mi-re-do), loud and soft, fast and slow, and steady beat | 1,2,3,4 |

| OBJECTIVE # 2 | Develop and apply instrumental skills | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP2A2, PP2B2, PP2C2, PP2D2, PP2E2 | |
| 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 understand how to perform a steady beat and rhythm on rhythmic instruments and/or body percussion Students understand how to use motor skills to apply the academic vocabulary using their instrumental skills in a variety of musical styles | <ul style="list-style-type: none"> Steady beat Quarter note/rest Half note Eighth note pairs Dynamics: loud (<i>f</i>) and soft (<i>p</i>) Fast and slow Styles of music Perform in groups Conductor | <ul style="list-style-type: none"> Perform a steady beat Echo short, simple rhythmic patterns on rhythm instruments and/or body percussion Demonstrate loud (<i>f</i>) and soft (<i>p</i>) Demonstrate fast and slow tempo Play a varied repertoire of music including instrumental accompaniments, representing diverse cultures, genres, & styles Perform in groups using a steady beat following the cues of 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"> ● Model correct instrument technique and body percussion with steady beat and rhythmic activities (Unit 10, lesson 7) ● Utilize rhythmic echo playing (Unit 5, lesson 5) ● Utilize songs for playing steady beat (Unit 2, Lesson 2) ● Utilize songs for playing loud (<i>f</i>) and soft (<i>p</i>) (Unit 4, lesson 1) ● Utilize songs for playing fast and slow (Unit 2, lesson 1) ● Utilize songs that demonstrate a variety of styles of music (Unit 1, lesson 3; Unit 2, lesson 5; Unit 2, lesson 10) | <ul style="list-style-type: none"> ● Perform steady beat on with instruments and body percussion using correct technique ● Perform rhythmic patterns ● Demonstrate loud (<i>f</i>) and soft (<i>p</i>) ● Demonstrate fast and slow tempos ● Listen to and perform a variety of accompaniments to musical styles | 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 ● Students echo patterns played by the teacher as the teacher listens and watches for growth in steady beat and rhythmic skills ● Students are evaluated through individual and group playing activities in which the teacher watches for growth in technical and expressive skills | 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"> Practice and reteach whole group, breaking down vocabulary/skill Modify song by segmenting into smaller sections | <ul style="list-style-type: none"> Work with partner on playing steady beat Work with partner reading rhythmic notation Work with partner on demonstrating loud (f) and soft (p) Work with partner on demonstrating fast and slow tempos | 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 short piece with set guidelines | <ul style="list-style-type: none"> Students create and perform a short rhythmic piece for presentation, including steady beat, rhythmic patterns, loud and soft, and fast and slow tempos | 1,2,3,4 |



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| CONTENT AREA: Music | UNIT TITLE: Elements of Music |
| COURSE: 2 nd Grade | UNIT DURATION: Ongoing |

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| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: | BIG IDEA(S): |
| <ul style="list-style-type: none"> Quaver's Marvelous General Music Curriculum | <ul style="list-style-type: none"> Have an understanding of the vocabulary and notation of music |
| ENDURING UNDERSTANDINGS: | ESSENTIAL QUESTIONS: |
| <ul style="list-style-type: none"> Develop and apply music reading and notation skills | <ul style="list-style-type: none"> What symbols or pictures can be used to notate music? What symbols can be used to identify high and low sounds? How do melodies move? When would you play soft and loud? |

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 | EM1A2: Read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, quarter note/rest, half note/rest, and eighth note pairs | X | |
| GLE | EM1B2: Identify melodies that move up, down, or stay the same; Transfer melodic icons to pitch notation (two line staff) | X | |
| GLE | EM1C2: Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i> | X | |

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| OBJECTIVE # 1 | Develop and apply the knowledge and skills to read and notate music |
| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> EM1A2, EM1B2, EM1C2 |

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 understand the number of counts in the rhythmic notation of academic vocabulary Students understand how music moves (up, down, or stay the same) can understand pitch notation on a two line staff Students understand the dynamic symbols of | <ul style="list-style-type: none"> Rhythm Whole note/rest Quarter note/rest Half note/rest Eighth note pairs Steady beat | <ul style="list-style-type: none"> Identify names of the rhythmic notation Identify the number of counts in the rhythmic notation Identify the symbols for <i>piano</i>, <i>forte</i> Read and notate rhythmic patterns presented by teacher |

| <ul style="list-style-type: none"> academic vocabulary for <i>p</i> (<i>piano</i>) and <i>f</i> (<i>forte</i>) Students will recognize fast and slow tempi | <ul style="list-style-type: none"> Melody Staff Pitch Notation <i>P</i> for <i>piano</i>, <i>f</i> for <i>forte</i> | <ul style="list-style-type: none"> Notate the dynamic symbols presented by teacher |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 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 of whole note/rest (Unit 1, lesson 8), quarter note/rest (Unit 1, lesson 70, half note/rest (Unit 3, lesson 11), and eighth note pairs (Unit 7, lesson 1) Utilize songs demonstrating melodies that move up, down, or stay the same (Unit 11, lesson 3) Utilize songs demonstrating pitch notation on a two line staff (Unit 3, lesson 3) Utilize songs demonstrating the dynamic symbols of academic vocabulary (Unit 1, lesson 1) | <ul style="list-style-type: none"> Listen, learn, & sing songs and speech pieces that utilize whole note/rest, quarter note/res, half note/rest, and eighth note pairs Read/track the rhythmic patterns Echo sing short melodic patterns that move up, down, and stay the same Listen, learn, & sing songs utilizing <i>piano</i>, <i>forte</i> Notate rhythmic patterns utilizing whole note/rest, quarter note/rest, half note/rest, and eighth note pairs Notate rhythmic patterns utilizing dynamics of <i>piano</i> and <i>forte</i> | 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? | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <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 song or speech piece by breaking down into smaller pieces • Teacher performs a short pattern while students determine correct rhythmic and dynamic notation | <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 when melody moves up, down, or stays the same after teacher performs short pattern | 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 melodic piece with dynamic markings in a fill in the blank format with fellow students | <ul style="list-style-type: none"> • Students will fill in the missing rhythm and pitch movement and use dynamics on a worksheet with fellow students | 1,2,3,4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 2nd Grade</p> | <p>UNIT TITLE: Artistic Perceptions</p> <p>UNIT DURATION: Ongoing</p> |
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| <p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Listen perceptually and respond to music intellectually and emotionally • Evaluate music based on critical listening and theoretical analysis developed through best musical practices |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms | <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 music 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 | AP1A2: Recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns (ostinati), verse/refrain, repeat sign, canon, ABA, introduction | X | |
| GLE | AP1B2: Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, question/answer, call/response, AB, ostinati, verse/refrain; differentiate between classroom pitched/non-pitched percussion instruments | X | |
| GLE | AP2A2: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, and posture/stage presence | | X |
| GLE | AP2B2: Use prerequisite music terms to describe their personal response to a musical example (tempo) | X | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms | |
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| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> AP1A2 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will understand that there are musical opposites Students will understand the organization of sections in music | <ul style="list-style-type: none"> Question/Answer Call/Response AB Repeated Patterns (ostinati) Verse/Refrain Repeat Sign Introduction | <ul style="list-style-type: none"> Identify same and different sections in music |
| 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 <ul style="list-style-type: none"> Question/Answer (Unit 5, lesson 5) Call/Response (Unit 5, lesson 8) AB (Unit 5, lesson 6) Repeated Patterns (ostinati) (Unit 9, lesson 3 and 4) Verse/Refrain (Unit 2, lesson 4) Repeat Sign (Unit 3, lesson 11 and Unit 4 lesson 9) Introduction (Unit 10, lesson 11) | <ul style="list-style-type: none"> Listen, learn, & sing songs with same and different sections | 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 observance Students discuss musical opposites and organization (academic vocabulary) as teacher listens for growth in making connections. | 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 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?

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 short piece with set guidelines | <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 | |
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| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> AP1B2 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will respond and move to musical opposites and basic forms (academic vocabulary) <ul style="list-style-type: none"> High/low (Unit 1, lesson 11) Fast/slow (Unit 2, lesson 1) Long/short (Unit 4, lesson 5) smoothly/separated (Unit 5, lesson 1) Soft/loud (Unit 6, lesson 1) Same/different (Unit 4, review/assessment) Up/down (Unit 8, lesson 2) Call/response (Unit 5, lesson 8) AB (Unit 5, lesson 6) Ostinati (Unit 4, lesson 1) Verse/refrain (Unit 2, lesson 4) Students will differentiate between classroom pitched/non-pitched percussion instruments (Unit 2, lesson 10 and Unit 3, lesson 10) | <ul style="list-style-type: none"> Opposite Form High/low Fast/slow Long/short smoothly/separated Soft/loud Same/different Up/down call/response AB Ostinati verse/refrain pitched/non-pitched percussion instruments | <ul style="list-style-type: none"> Students will be able to move and respond to musical opposites in academic vocabulary Students will be able to tell the difference between classroom pitched and non-pitched percussion instruments |
| 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 opposites Utilize songs and speech pieces that use pitched and non-pitched percussion instruments | <ul style="list-style-type: none"> Students will listen and learn songs that demonstrate the use of musical opposites listed in academic vocabulary Students will listen for pitched and non-pitched percussion instruments | 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 and play individually and as a group while teacher watches for individual growth in expression Student will discuss musical opposites (in academic vocabulary) while teacher listens and watches for musical growth Through discussion and written work, students will classify classroom pitched and non-pitched percussion instruments by their sound production while teacher listens and watches for academic growth | 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 music opposites/vocabulary Work one on one with student as time allows Work with student on listening to and understanding the difference between pitched and non-pitched percussion instruments | <ul style="list-style-type: none"> Work with partner to discuss and listen for musical opposites Work with partner to listen for pitched and non-pitched percussion | 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 musical opposites listed in academic vocabulary Help student compile example recordings or create musical examples of pitched and non-pitched percussion instruments | <ul style="list-style-type: none"> Create their own composition with set guidelines demonstrating musical opposites Create musical of example of use of pitched and non-pitched percussion instruments | 4 |

| OBJECTIVE # 3 | Develop and apply the knowledge and skills to evaluate music and musical performances and compositions | |
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| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> AP2A2, AP2B2 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will develop criteria to distinguish quality/non-quality performance through listening and self-assessment with regard to the musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence Students will use grade-level appropriate language to describe their response to a musical example (tempo) | <ul style="list-style-type: none"> Quality and non-quality performance Appropriate singing voice loud/soft Steady beat posture/stage presence | <ul style="list-style-type: none"> Students will be able to use grade level appropriate language to describe quality and non-quality performances Match appropriate voice to setting Distinguish between loud and soft, steady beat, and posture/stage presence Students will be able to use grade level appropriate language and musical terms to describe their response to a musical example (tempo) |
| 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 singing voice Utilize song examples of loud/soft and steady beat Provide examples of visual performances for posture/stage presence Recommended materials <ul style="list-style-type: none"> Unit 2, lesson 12 Unit 3, lesson 7 Unit 6, lesson, 1 Unit 7, lesson 4 | <ul style="list-style-type: none"> Students listen for appropriate singing voice, loud/soft, and steady beat Students evaluate posture/stage presence Students will use grade level music terms to describe their personal response to a musical example | 1,2,3 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 • Role play • Informal discussion on voices and stage presence • Informal discussion on utilizing loud/soft and steady beat • Informal discussion sharing responses to musical example using tempo | 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 singing voice, loud/soft, steady beat, 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 own role play situations on vocal productions and stage presence • Help student create piece using loud/soft, steady beat • Help student create musical example using tempo | <ul style="list-style-type: none"> • Work with partner or small groups to role play • Create short patterns of loud/soft and steady beat • Create musical example using tempo | 3,4 |



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| CONTENT AREA: Music | UNIT TITLE: Interdisciplinary Connections |
| COURSE: 2 nd Grade | UNIT DURATION: Ongoing |

| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: | | BIG IDEA(S): | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <ul style="list-style-type: none"> Silver Burdett Making Music Series Quaver's Marvelous General Music Curriculum | | <ul style="list-style-type: none"> Relationships between music, arts, and other subjects | |
| ENDURING UNDERSTANDINGS: | | ESSENTIAL QUESTIONS: | |
| <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 | | <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 | IDC1A2: Tell how concepts such as repetition and contrast are used in the fine arts | X | |
| GLE | IDC1B2: Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music; show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics) | X | |

| OBJECTIVE # 1 | Develop and apply knowledge and skills to understand the relationships between music and related arts and humanities | | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> IDC1A2 | | |
| 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"> Tell how concepts such as repetition and contrast are used in the fine arts | <ul style="list-style-type: none"> Repetition Contrast | <ul style="list-style-type: none"> Use grade level appropriate language to describe terms of repetition and contrast are used in music, art, dance, and theatre | |

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, art work (painting), play, ballet as examples that demonstrate repetition and contrast ● Recommended materials <ul style="list-style-type: none"> ○ Unit 1, lesson 2 ○ Unit 1, lesson 10 | <ul style="list-style-type: none"> ● Listen, learn, and sing songs and speech pieces, view artwork (painting), view a play, view a ballet that contain(s) repetition and contrast | 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 ● Teacher observes for growth in expression of how musical and performing art traits can be used ● Students are evaluated through group discussions and responses to questions as teacher listens and observes. ● Discuss repetition and contrast found in songs and speech pieces, artwork, dance, and theatre | Formative Summative | 1,2,3,4 |

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 groups, breaking down vocabulary and skill ● Modify song or speech piece by breaking down into smaller pieces ● Choose simple art pieces, dances, and theatre productions and discuss repetition and contrast in each form | <ul style="list-style-type: none"> ● Work/share with partner discuss repetition and contrast in various musical examples, art pieces, dances, and theatre productions | 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, art, dance, and theatre examples with set guidelines showing both repetition and contrast | <ul style="list-style-type: none"> Students compile or create music, art, dance, and theatre examples for presentation | 1,2,3,4 |

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| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand the relationships between music and non-arts disciplines |
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> IDC1B2 |

| 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 way in which the principles and subject matter of other disciplines are interrelated with those of music Student will show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics) | <ul style="list-style-type: none"> Principles Subject Matter Disciplines | <ul style="list-style-type: none"> 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 |

| 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, and other activities that show the relationship of music and other disciplines Recommended materials <ul style="list-style-type: none"> * Unit 1, lesson 3 * Unit 1, lesson 10 * Unit 2, lesson 8 * Unit 4, lesson 5 | <ul style="list-style-type: none"> Listen to and learn songs that demonstrate the relationship between music and other subject areas | 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 • 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 |
| 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. • 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 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 examples demonstrating the relationship of music and other subject areas • Help students create examples that show common themes in all subject areas | <ul style="list-style-type: none"> • Students create and present music examples that demonstrate the relationship of music and other subject areas • Students create and present examples that demonstrate themes across all subject areas | 1,2,3,4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 2nd Grade</p> | <p>UNIT TITLE: 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"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <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 | HCC1A2: Identify characteristics of teacher-selected genres or styles (patriotic, Native American, African American, Singing Games) | X | |
| GLE | HCC1B2: Describe how elements of music are used in teacher-selected examples (patriotic, Native American, African American, Singing Games) | X | |
| GLE | HCC1C2: Describe the function of music in various settings and cultural events (Patriotic, Native American, African American, Singing Games); Discuss and demonstrate appropriate listening behavior for various types of performances | X | |
| GLE | HCC1D2: Identify responsibilities of an accompanist and soloist | | X |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to understand musical genres and styles | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1A2 | |
| 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 (patriotic, Native American, African American, Singing Games) | <ul style="list-style-type: none"> Genres/styles Patriotic Native American African American Singing Games | <ul style="list-style-type: none"> Students will learn various musical traits of styles Students will learn about present music and music of the past |
| 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 <ul style="list-style-type: none"> Patriotic (Unit 12, lesson 13) Native American (Unit 7, lesson 9) African American (Unit 1, lesson 3 and 6) Utilize songs that can be used as singing games (Unit 1, lesson 11 and Unit 2, lesson 1) | <ul style="list-style-type: none"> Students learn and discuss various styles and musical traits Students learn about the characteristics about patriotic, Native American, African American Students learn songs used in singing games | 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"> Teacher listens for musical growth through informal discussions in class Compare/contrast 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 | <ul style="list-style-type: none"> Work with partner to share and discuss | 1,2,3 |

| <ul style="list-style-type: none"> Practice and reteach whole group, breaking down vocabulary/skill Modify songs and musical examples by using short, simple examples | <p>examples</p> <ul style="list-style-type: none"> Work with partner, discussing characteristics of styles, circle games, and call and response | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 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 find examples demonstrating the characteristics of patriotic, Native American, African American, and Singing Games | <ul style="list-style-type: none"> Students present music examples that demonstrate the characteristics of patriotic, Native American, African American, and Singing Games | 1,2,3,4 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand stylistic practices | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1B2 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will learn how the elements of music are used in teacher selected examples: patriotic, Native American, African American, and Singing Games | <ul style="list-style-type: none"> Patriotic Native American African Americans Singing Games | <ul style="list-style-type: none"> Describe the elements of music in various settings and cultural events (Patriotic, Native American, African American, Singing Games) |
| 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 listening and singing examples of various styles <ul style="list-style-type: none"> Patriotic (Unit 12, lesson 13) Native American (Unit 7, lesson 9) African American (Unit 1, lesson 3 and 6) Singing games (Unit 1, lesson 11 and Unit 2, lesson 1) | <ul style="list-style-type: none"> Students will learn and sing songs to learn how elements of music are used in various styles of music. | 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 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 and singing games | 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 find examples demonstrating the characteristics of patriotic, Native American, African American, and Singing Games and create a presentation | <ul style="list-style-type: none"> • Students present a presentation of music examples that demonstrate the elements of patriotic, Native American, African American, and Singing Games | 1,2,3,4 |

| OBJECTIVE # 3 | Develop and apply the knowledge and skills to understand music's role and function in various cultures | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1C2 | |
| 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 learn and demonstrate appropriate listening behavior for various types of performances | <ul style="list-style-type: none"> Patriotic Native American African American Singing Games | <ul style="list-style-type: none"> Describe the function of music in various cultural settings and cultural events Discuss and demonstrate appropriate listening behavior for various types of performances. |
| 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 <ul style="list-style-type: none"> Patriotic (Unit 12, lesson 13) Native American (Unit 7, lesson 9) African American (Unit 1, lesson 3 and 6) singing games (Unit 1, lesson 11 and Unit 2, lesson 1) Demonstrate and practice best concert behavior (Unit 3, lesson 3) | <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. | 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 | 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. | <ul style="list-style-type: none"> • Role Play | 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. | <ul style="list-style-type: none"> • Students role play their event with the music. • Students present concert rule list. | 1,2,3,4 |

| OBJECTIVE #4 | Develop and apply the knowledge and skills to understand careers in music. | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1D2 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students identify responsibilities of an accompanist and soloist | <ul style="list-style-type: none"> Responsibility Accompanist soloist | <ul style="list-style-type: none"> Discuss the responsibilities of an accompanist and soloist |
| 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"> Discuss with students the responsibilities of an accompanist and a soloist (Unit 3, lesson 10) | <ul style="list-style-type: none"> Participate in discussions about an accompanist and soloist | 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 Listening to student responses during discussion Observation as students take part in performing groups | Formative | 1,2 |
| 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 discuss each individual's role | 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 and perform a song with teacher selected criteria with a solo part and an accompaniment | <ul style="list-style-type: none">Students create and perform a song with a solo and an accompaniment | 1,2,3,4 |

THIRD GRADE



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 3rd Grade</p> | <p>UNIT TITLE: 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"> Silver Burdett Making Music Series Quaver's Marvelous General Music Curriculum | <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 and instrumental 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? How do we make 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 | PP1A3: Apply accurate pitch relationships while singing in a limited range (la-so-mi, so-mi-re-do) | X | |
| GLE | PP1B3: Demonstrate dynamics (<i>p.f, crescendo, decrescendo/diminuendo</i>) and tempi (<i>fast, slow, ritardando</i>) ; interpret expressive markings (<i>accent, fermata</i>) | X | |
| GLE | PP1C3: Perform a varied repertoire of songs including patriotic, folk, seasonal , spirituals | X | |
| GLE | PP1D3: Perform <i>ostinati</i> and rounds | X | |
| GLE | PP1E3: Perform in groups matching tempo and dynamic changes, following the cues of the conductor | X | |
| GLE | PP2A3: Perform the rhythmic patterns using standard notation - Quarter note/rest, Half note, Eighth note pairs | X | |
| GLE | PP2B3: Interpret expressive markings (<i>accent, fermata</i>) Demonstrate dynamics (<i>p,f</i>) and tempi (<i>fast, slow</i>) | X | |
| GLE | PP2C3: Perform varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles | X | |
| GLE | PP2D3: Echo short rhythmic and melodic patterns on classroom instruments | X | |
| GLE | PP2E3: Perform in groups matching tempo and dynamic changes and following cues of the conductor | X | |
| GLE | PP4A3: Create a rhythmic and/or melodic composition using icons | X | |

| OBJECTIVE # 1 | Develop and apply singing skills | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP1A3, PP1B3, PP1C3, PP1D3, PP1E3 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will understand how to accurately sing melodies in a limited range of <i>la-sol-mi</i> and <i>sol-mi-re-do</i> Students will understand how to apply the academic vocabulary when using their singing voice. Students will understand the purpose of ostinatos and rounds Students will understand there are various types of songs and music Students will understand how to perform in groups while keeping a steady beat and following the conductor | <ul style="list-style-type: none"> Singing voice Melodies Dynamics - <i>piano, forte, crescendo, decrescendo/diminuendo</i> Tempo - fast, , slow, ritardando Expressive markings - accent, fermata Ostinato and rounds Varied repertoire - <i>patriotic, folk, seasonal, spirituals</i> Perform in groups Steady beat Conductor | <ul style="list-style-type: none"> Reproduce/echo melodies in a limited range Use their singing voice Sing with different dynamics and tempos Sing with expression Identify ostinatos and rounds Sing various styles of songs and music Perform in groups while following cues of 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"> Utilize songs of a limited singing range(Unit 1 Lesson 8&9; Unit 2 Lesson 8&9; Unit 3 Lesson 7,8 &9; Unit 4 Lesson 7,8&9) Utilize songs/speech pieces that demonstrate piano, forte, crescendo, decrescendo/diminuendo dynamics Unit 1 Lesson 1; Unit 2 Lesson 1;; Unit 5 Lesson 1; Unit 6 Lesson 1; Unit 7 Lesson 7) Utilize songs/speech pieces that demonstrate fast, slow, ritardando tempos (Unit 4 Lesson 1; Unit 5 | <ul style="list-style-type: none"> Listen, learn, and sing songs with limited singing range Listen, learn, and sing songs with piano, forte, crescendo, decrescendo/diminuendo dynamics Listen, learn, and sing songs with fast, slow, and ritardando tempos Listen, learn, and sing patriotic, folk, seasonal, and spiritual songs Listen for ostinatos and rounds in songs and | 1,2,3 |

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| <p>Lesson 1; Unit 12 Lesson 8)</p> <ul style="list-style-type: none"> Utilize songs with accents and fermatas (Unit 2 Lesson 6; Unit 6 Lesson 1&4; Unit 7 Lesson 2; Unit 8 Lesson 9; Unit 12 Lesson 15) Utilize songs to represent patriotic (Unit 7 Lesson 11; Unit 12 Lesson 14&15) , folk (Unit 1 Lesson 4, 7 & 9; Unit 6 Lesson 4) , seasonal (Unit 12 Lesson 3,5,7,8,9&10), and spirituals (Unit 1 Lesson 8; Unit 2 Lesson 1, 5&8; Unit 3 Lesson 11; Unit 4 Lesson 9; Unit 5 Lesson 1&6) Utilize songs/speech pieces which introduce ostinato and rounds (Unit 1 Lesson 11; Unit 3 Lesson 11; Unit Lesson 2; Unit 5 Lesson 12; Unit 6 Lesson 4) Utilize songs/speech pieces that demonstrate steady beat while following cues of conductor (Unit 5 Lesson 4; Unit 6 Lesson 11; Unit 7 Lesson 10; Unit 10 Lesson 8) | <p>music</p> <ul style="list-style-type: none"> Listen, learn, and sing songs with a steady beat while following cues of conductor | |
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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) |
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| <ul style="list-style-type: none"> Observation Listening assignments of singing voice Students sing individually and in groups while teacher listens for growth in independent singing skills Students demonstrate fast, slow, and ritardando during class while the teacher watches for growth in technical skills Students demonstrate piano, forte, crescendo, decrescendo/diminuendo while the teacher watches for growth in technical skills Students demonstrate accents and fermatas while the teacher watches for growth in technical skills Students respond with physical movement to identify ostinato and rounds in music | <p>Formative Summative</p> | <p>1,2,3</p> |

| <ul style="list-style-type: none"> while teacher watches for comprehension Students perform individually and in groups while the teacher watches for growth in keeping steady beat and following conductor | | |
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| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</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"> Work one on one with student as time allows Practice and reteach whole group, breaking down vocabulary/skill Modify songs or speech pieces by breaking down into smaller pieces | <ul style="list-style-type: none"> Work with partner on echoing singing voice Work with teacher or partner on demonstrating fast, slow, and ritardando Work with teacher or partner on demonstrating forte, piano, crescendo, decrescendo/diminuendo Work with teacher or partner on demonstrating accents and fermatas Work with teacher or partner on practicing steady beat methods | 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 short piece with set guidelines | <ul style="list-style-type: none"> Students create and perform short pieces for presentation utilizing fast, slow, ritardando, forte, piano, crescendo, decrescendo/diminuendo, accents, fermata, and steady beat | 1,2,3,4 |

| OBJECTIVE # 2 | Develop and apply instrumental skills | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP2A3, PP2B3, PP2C3, PP2D3, PP2E3, PP4A3 | |
| 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 understand how to perform a steady beat on rhythmic instruments and/or body percussion Students understand how to read notation and perform it on rhythmic instruments and/or body percussion Students understand how to use motor skills to apply the academic vocabulary using their instrumental skills in a variety of musical styles | <ul style="list-style-type: none"> Steady beat Quarter note/rest Half note Eighth note pairs Sixteenth note grouping Fast and slow Piano and forte Perform in groups Conductor | <ul style="list-style-type: none"> Perform a steady beat Perform rhythmic patterns on rhythm instruments and/or body percussion while reading notation Demonstrate fast, slow Demonstrate accents, fermatas, piano, forte Play a varied repertoire of music including instrumental accompaniments, representing diverse cultures, genres, & styles Perform in groups using a steady beat following the cues of 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) |

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| <ul style="list-style-type: none"> ● Model correct instrument technique and body percussion with steady beat and rhythmic activities ● Utilize songs for rhythmic playing (Unit 1 Lesson 2,3,4,&9; Unit 2 Lesson 1,2,&3; Unit 3 Lesson 2,4,&5) ● Utilize songs for playing steady beat(Unit 1 Lesson 6,7; Unit 7 Lesson 10;) ● Utilize songs for playing fast and slow (Unit 3 Lesson 12;Unit 4 Lesson 7; Unit 5 Lesson 8; Unit 6 Lesson 3,4) ● Utilize songs with accents and fermatas (Unit 2 Lesson 6; Unit 6 Lesson 4) ● Utilize songs for playing piano and forte (Unit 5 Lesson 11; Unit 6 Lesson 1 | <ul style="list-style-type: none"> ● Perform steady beat on instruments and body percussion using correct technique ● Perform rhythmic patterns ● Demonstrate fast and slow tempos ● Demonstrate piano and forte ● Demonstrate accents and fermatas ● Listen to and perform a variety of accompaniments to musical styles | 1,2,3 |
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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) |
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| <ul style="list-style-type: none"> ● Observation ● Students play rhythmic notation as the teacher listens and watches for growth in steady beat and rhythmic skills ● Students are evaluated through individual and group playing activities in which the teacher watches for growth in technical and expressive skills | Formative Summative | 1,2,3 |

| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
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| 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 by breaking down into smaller pieces | <ul style="list-style-type: none"> • Work with partner reading rhythmic notation • Work with teacher or partner on demonstrating fast, slow • Work with teacher or partner on demonstrating forte, piano • Work with teacher or partner on demonstrating accents and fermatas • Work with teacher or partner on practicing steady beat methods | 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 short piece with set guidelines • Help student compose rhythmic notation for speech piece | <ul style="list-style-type: none"> • Students create and perform short pieces for presentation utilizing fast, slow, forte, piano, accents, fermata, and steady beat | 1,2,3,4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 3rd Grade</p> | <p>UNIT TITLE: 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"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Have an understanding of the vocabulary and notation of music |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply the knowledge and skills to read and notate music | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What symbols are used to represent the sounds in music? • How is music subdivided into sounds? • What representations are used for changes in pitch? |

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 | EM1A3: Read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half note | X | |
| GLE | EM1B3: Transfer short melodic solfege (sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble clef | X | |
| GLE | EM1C3: Identify standard symbols: p for piano, f for forte, cresc or < for crescendo, decresc or > for decrescendo, dim for diminuendo, fast, slow, ritardando, accent | X | |
| GLE | EM1D3: Notate rhythmic patterns and dynamics presented by the teacher: whole note/rest, quarter note/rest, half note/rest, eighth note pairs, p for piano, f for forte | X | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to read and notate music | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> EM1A3, EM1B3, EM1C3, EM1D3, | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students understand a steady beat can be subdivided Students understand the number of counts in the rhythmic notation of academic vocabulary Students understand the relationship of solfege (mi- sol-la) to pitch notation on the treble clef Students understand the dynamic, tempi, and expressive symbols of academic vocabulary | <ul style="list-style-type: none"> Rhythm Whole note/rest Quarter note/rest Half note/rest Eighth note pairs Dotted Half Note Steady beat Solfege Treble clef <i>P</i> for <i>piano</i>, <i>f</i> for <i>forte</i> <i>Cresc</i> or (<) for <i>crescendo</i>, <i>Decres</i> or (>) for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i> Fast, Slow <i>Ritardando</i> <i>Accent</i> | <ul style="list-style-type: none"> Identify names of the rhythmic notation Identify the number of counts in the rhythmic notation Identify the symbols for <i>piano</i>, <i>forte</i>, <i>crescendo</i>, <i>decrescendo</i>, <i>diminuendo</i>, <i>fast</i>, <i>slow</i>, <i>ritardando</i>, <i>accent</i> Read and notate rhythmic patterns presented by teacher Notate the dynamic symbols presented by teacher |
| 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 of whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half note (Unit 1 Lesson 2, 3, 4, 6; Unit 3 Lesson 11; Unit 5 Lesson 2; Unit 6 Lesson 7; Unit 7 Lesson 6) Utilize songs demonstrating solfege (sol-la-mi) (Unit 1 Lesson 8, 9; Unit 4 Lesson 7, 8; Unit 6 Lesson 8) Utilize echo singing of short solfege melodic | <ul style="list-style-type: none"> Listen, learn, & sing songs and speech pieces that utilize whole note/rest, quarter note/res, half note/rest, eighth note pairs, and dotted half note Read/track the rhythmic patterns Echo sing short melodic solfege patterns Listen, learn, & sing songs utilizing <i>piano</i>, <i>forte</i>, <i>crescendo</i>, <i>decrescendo</i>, <i>diminuendo</i>, <i>fast</i>, <i>slow</i>, <i>ritardando</i>, <i>accent</i> Notate rhythmic patterns utilizing whole | 1,2,3 |

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| <p>patterns of sol-la-mi</p> <ul style="list-style-type: none"> Utilize songs demonstrating the dynamic, tempi, and expressive symbols of academic vocabulary (Unit 1 Lesson 1; Unit 2 Lesson 1; Unit 4 Lesson 1; Unit 6 Lesson 4) | <p>note/rest, quarter note/rest, half note/rest, eighth note pair, and dotted half note</p> <ul style="list-style-type: none"> Notate rhythmic patterns utilizing dynamics of <i>piano</i> and <i>forte</i> | |
| 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 | <p>Formative Summative</p> | <p>1,2,3</p> |
| 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 song or speech piece by breaking down into smaller pieces Teacher performs a short pattern while students determine correct rhythmic and dynamic notation | <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 | <p>1,2,3</p> |
| 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 | <ul style="list-style-type: none"> Students will fill in the missing rhythmic and solfege worksheet of fellow students | <p>1,2,3,4</p> |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 3rd Grade</p> | <p>UNIT TITLE: Artistic Perceptions</p> <p>UNIT DURATION: Ongoing</p> |
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| <p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Listen perceptually and respond to music intellectually and emotionally • Evaluate music based on critical listening and theoretical analysis developed through best musical practices |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms | <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 music 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 | AP1A3: Recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns (ostinati), verse/refrain, repeat sign, canon, ABA, introduction/interlude | X | |
| GLE | AP1B3: Demonstrate and/or respond through movement to aural examples of music: music forms, expressive elements | | X |
| | AP2A3: 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, posture/stage presence | | X |
| GLE | AP2B3: Use prerequisite music terms to describe their personal response to a musical example (tone, timbre) | X | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> AP1A3 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will understand that there are musical opposites Students will understand the organization of sections in music | <ul style="list-style-type: none"> Question/Answer Call/Response AB Repeated Patterns (ostinati) Verse/Refrain Repeat Sign Canon ABA Introduction/Interlude | <ul style="list-style-type: none"> Identify same and different sections in music |
| 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 (Unit 1 Lesson 6, 8, 11, 12; Unit 2 Lesson 3, 6,8, 11; Unit 4 Lesson 6; Unit 5 Lesson 11; Unit 7 Lesson 3) | <ul style="list-style-type: none"> Listen, learn, & sing songs with same and different sections | 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 observance Students discuss musical opposites and organization (academic vocabulary) as teacher listens for growth in making connections. | Formative Summative | 1,2,3 |

| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
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| 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 | <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 | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> AP1B3 | |
| 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 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 |
| 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 (Unit 2 Lesson 6, 11; Unit 3 Lesson 5, 6; Unit 4 Lesson 5, 8; Unit 6 Lesson 1 - Intro, 10; Unit 12 Lesson 2B) Utilize instrumental music that highlight each of the instrument families (Unit 1 Lesson 3; Unit 3 Lesson 10; Unit 4 Lesson 10; Unit 5 Lesson 9, 10; Unit 7 Lesson 8; Unit 8 Lesson 1, 8; Unit 12 Lesson 8B) Utilize songs and speech pieces that use solo and group performances (Unit 1 Lesson 8; Unit 2 Lesson 3, 5; Unit 6 Lesson 5; Unit 7 Lesson 4B; Unit 9 Lesson 5) | <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? | | |
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| 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? | | |
| <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 |

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| OBJECTIVE # 3 | Develop and apply the knowledge and skills to evaluate music and musical performances and compositions | |
| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> AP2A3, AP2B3 | |
| 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,</i> ACADEMIC VOCABULARY | 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 (Unit 1 Lesson 5; Unit 2 Lesson 1; Unit 3 Lesson 3, 10; Unit 4 Lesson 11; Unit 7 Lesson 11; Unit 10 Lesson 7; Unit 12 Lesson 13) Provide examples of visual 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 | 1,2,3 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 Role play Informal discussion on musical elements and stage presence Informal discussion sharing responses to musical example using image/stories | Formative | 1,2,3 |

| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
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| 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 own role play situations on vocal productions and stage presence • Help student create musical example using images/story | <ul style="list-style-type: none"> • Work with partner or small groups to role play • Create musical example using images/stories | 3,4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 3rd Grade</p> | <p>UNIT TITLE: 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"> Silver Burdett Making Music Series Quaver’s Marvelous General Music Curriculum | <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 | IDC1A3: Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical pieces) | X | |
| GLE | IDC1B3: Identify ways in which the principles and subject matter of other disciplines are interrelated t with those of music, relate issued 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) | | X |

| OBJECTIVE # 1 | Develop and apply knowledge and skills to understand the relationships between music and related arts and humanities | | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • IDC1A3 | | |
| 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,</i> ACADEMIC VOCABULARY | 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. | <ul style="list-style-type: none"> • Compare • Contrast • Arts | <ul style="list-style-type: none"> • Compare and contrast art and music pieces by using previously learned vocabulary. | |
| 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 art work with similar topics, e.g. rivers, twinkling stars. (Unit 1 Lesson 5; Unit 2 Lesson 9; Unit 3 Lesson 1B, 7B, 12; Unit 5 Lesson 5B, 12; Unit 7 Lesson 5, 8) | <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. | 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 • Teacher observes for growth in expression of how musical and performing art traits can be used • Students are evaluated through group discussions and responses to questions as teacher listens and observes. • Compare/contrast musical and art examples | 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 | <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 | 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 | <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 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand the relationships between music and non-arts disciplines | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • IDC1B3 | |
| 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 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"> • Principles • Subject Matter • Disciplines • Imagination | <ul style="list-style-type: none"> • 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 |
| 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, and other activities that show the relationship of music and other disciplines (Unit 1 Lesson 8, 11; Unit 2 Lesson 1, 2, 8; Unit 3 Lesson 6,8 ; Unit 4 Lesson 12; Unit 5 Lesson 11; Unit 8 Lesson 7,8, 9) • Utilize songs, speech pieces, and other activities that show the use of imagination (Unit 1 Lesson 2; Unit 2 Lesson 8; Unit 3 Lesson 4; Unit 4 Lesson 1; Unit 9 Lesson 1) | <ul style="list-style-type: none"> • 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 • 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> | | |
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| 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. • 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 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 examples demonstrating the relationship of music and other subject areas • Help students create examples that show common themes in all subject areas • Help student create/compile music and art examples with set guidelines • Help student create written reaction of musical and art examples for presentation | <ul style="list-style-type: none"> • Students create and present music examples that demonstrate the relationship of music and other subject areas • Students create and present examples that demonstrate themes across all subject areas • Student creates written reaction for presentation | 4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 3rd Grade</p> | <p>UNIT TITLE: 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"> • Silver Burdett Making Music Series • Quaver’s Marvelous General Music Curriculum | <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 | HCC1A3: Develop and apply the knowledge and skills to understand works of art in time and place (genres and styles) | X | |
| GLE | HCC1B3: Develop and apply the knowledge and skills to understand works of art in time and place (stylistic practices) | | X |
| GLE | HCC1C3: Develop and apply the knowledge and skills to understand works of art in time and place (music’s role and function in various cultures) | X | |
| GLE | HHC1D3: Develop and apply the knowledge and skills to understand works of art in time and place (careers in music) | | X |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to understand musical genres and styles | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HHC1A3 | |
| 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 <ul style="list-style-type: none"> Play party Folk dance/folk music Students will identify “The Star-Spangled Banner” as the National Anthem | <ul style="list-style-type: none"> Genre Style Play party Folk dance/music Anthem | <ul style="list-style-type: none"> Students will learn the traits of selected styles of music Students will be able to name our country’s National Anthem |
| 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 (Unit 1 Lesson 7; Unit 2 Lesson 6; Unit 4 Lesson 1; Unit 7 Lesson 5; Unit 8 Lesson 6; Unit 11 Lesson 8) Utilize games and dances with different styles of music (Unit 6 Lesson 2; Unit 8 Lesson 5; Unit 9 Lesson 1, 5) Utilize “The Star-Spangled Banner” (Unit 12 Lesson 15) | <ul style="list-style-type: none"> Students will learn various play party and folk dance/music Students will learn games and dances to perform with play party and folk music Students will learn and sing “The Star-Spangled Banner” | 1,2 |
| 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 | 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 of play party and folk dance/music | 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 • Help students create a short skit portraying the history of "The Star-Spangled Banner" | <ul style="list-style-type: none"> • Students will create a dance or game for play party or folk music to share with other students • Students will create a short skit to share the history of "The Star-Spangled Banner" | 4 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand stylistic practices | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • HC1B3 | |
| 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 how elements of music are used in teacher-selected examples of <ul style="list-style-type: none"> ○ Play party ○ Folk dances/folk music ○ National Anthem | <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National Anthem | <ul style="list-style-type: none"> • Describe the function of music in various settings and cultural events (Play party, Folk dance/music, National Anthem) |
| 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 listening and singing examples of Play party, Folk dances/folk music, National Anthem (Unit 6 Lesson 2; Unit 8 Lesson 5; Unit 9 Lesson 1, 5; Unit 12 Lesson 15) | <ul style="list-style-type: none"> • Students will learn and sing songs to learn how elements of music are used in various styles of music. | 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 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, circle games, and call and response | 1,2 |

| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
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| 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 original play party and folk music with appropriate musical elements Help students create original music celebrating our country | <ul style="list-style-type: none"> Students will create their own composition demonstrating the musical elements of play party and folk music Students will create their own composition demonstrating the musical elements of an anthem celebrating our country | 4 |

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| OBJECTIVE # 3 | Develop and apply knowledge and skills to understand music's role and function in various cultures |
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HC1C3 |

| WHAT SHOULD STUDENTS... | | |
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| 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"> Play party Folk dances/music National Anthem Students will discuss and demonstrate appropriate listening behavior for various types of performances | <ul style="list-style-type: none"> Play party Folk dances/music National Anthem Appropriate behavior | <ul style="list-style-type: none"> Describe the function of music in various settings and cultural events (Play party, folk dance/music, National Anthem) Discuss and demonstrate appropriate listening behavior for various types of performances |

| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
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| 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. (Unit 3 Lesson 7; Unit 4 Lesson 5; Unit 6 Lesson 3; Unit 8 Lesson 1, | <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 | 1,2 |

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| <ul style="list-style-type: none"> 3,5; Unit 12 Lesson 7, 8, 9, 10, 11) • Demonstrate and practice best concert behavior. (Unit 1 Lesson 4; Unit 5 Lesson 3; Unit 7 Lesson 8; Unit 11 Lesson 1; Unit 12 Lesson 11) | observe best concert behavior. | |
| 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 | 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 | <ul style="list-style-type: none"> • Role play | 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. | <ul style="list-style-type: none"> • Students role play their event with the music. • Students present concert rule list. | 1,2,3,4 |

| OBJECTIVE # 4 | Develop and apply knowledge and skills to understand careers in music | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1D3 | |
| 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 responsibilities of a composer and conductor | <ul style="list-style-type: none"> Composer Conductor | <ul style="list-style-type: none"> Identify and discuss the responsibilities of a composer Identify and discuss the responsibilities of a 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"> Discuss with students the responsibilities of a composer (Unit 1 Lesson 7B, 10; Unit 2 Lesson 1B; Unit 7 Lesson 7; Unit 8 Lesson 8B; Unit 9 Lesson 6B) Discuss with students the responsibilities of a conductor (Unit 6 Lesson 1) | <ul style="list-style-type: none"> Participate in discussions about a composer and their role in music Participate in discussions about a conductor and their role in music | 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"> Listening to student responses during discussions | Formative | 1,2 |
| 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 discuss roles of composer and conductor | 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) |
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| <ul style="list-style-type: none">● Provide students opportunity to be a composer● Provide students opportunity to be a conductor | <ul style="list-style-type: none">● Students will compose a short melody or rhythm to share with group● Students will conduct the group a short melody or rhythm | 4 |

FOURTH GRADE



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 4th Grade</p> | <p>UNIT TITLE: 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"> • Music textbook series / classroom instruments • Quaver’s Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Read and perform music independently and with others |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply singing and instrumental skills to perform and communicate through the arts | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How is sound organized on the staff in order to read music? • What is the job of a conductor? • How do we perform music on an instrument? • What symbols can be used for expression in 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 | PP1A4: Match pitch in an extended range (octave) | x | |
| GLE | PP1B4: Demonstrates dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) and tempo (<i>fast, slow, ritardando</i>). Interpret expressive markings (<i>accent, fermata</i>) | x | |
| GLE | PP1C4: Perform a varied repertoire of songs, including patriotic, folk, seasonal, spirituals, and multicultural | x | |
| GLE | PP1D4: Perform ostinati, rounds, canons and partner songs | x | |
| GLE | PP1E4: Demonstrate characteristic timbre, dynamics, and rhythmic accuracy in time during group performance, following the cues of the conductor | x | |
| GLE | PP2A4: Read and perform at least five (5) pitches on a melodic instrument. Read and perform rhythms in simple meter (whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note, sixteenth notes, dotted quarter followed by eighth, syncopation) | x | |
| GLE | PP2B4: Interpret expressive markings (<i>accent, fermata</i>). Demonstrate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) and tempi (<i>fast, slow, ritardando</i>) | x | |
| GLE | PP2C4: Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles | x | |
| GLE | PP2D4: Echo short rhythmic and melodic patterns on classroom instruments | x | |
| GLE | PP2E4: Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the | x | |

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| | cues of the conductor | | |
| GLE | PP3A4: Improvise simple rhythmic and melodic <i>ostinati</i> accompaniments | x | |
| GLE | PP4A4: Create rhythmic and/or melodic <i>ostinati</i> soundscapes | x | |

| OBJECTIVE # 1 | Develop and apply singing skills | | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP1A4, PP1B4, PP1C4, PP1D4, PP1E4 | | |
| 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 understand how to adjust their voices to match pitch Students understand how to apply expressive markings in music Students understand the difference between a round and canon Students understand how to perform a round, canon, or partner song Students demonstrate a speech or melodic <i>ostinati</i> Students demonstrate timbre, dynamics, and rhythmic accuracy by performing in a group with a conductor | <ul style="list-style-type: none"> Dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) Tempo (fast, slow, <i>ritardando</i>). Accent, fermata Variety of music styles <i>Ostinati</i>, rounds, partner songs Conductor gestures | <ul style="list-style-type: none"> Match pitch Perform a varied repertoire of songs, including patriotic, folk, season, and spirituals. Sing independently on pitch and in rhythm simple <i>ostinato</i> patterns, rounds, and partner songs Demonstrate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>), tempi (fast, slow, <i>ritardando</i>), and accent/fermata Perform in groups following cues of 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"> Utilize vocal exercises to help students hear matching pitches and how to adjust their voices to match pitch | <ul style="list-style-type: none"> Listen and sing songs and speech exercises that utilize accurate vocal pitch Listen, learn, and sing a variety of music | <p>1</p> <p>2</p> | |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <ul style="list-style-type: none"> Utilize a variety of songs and their function in society - ceremonial, sacred, folk/work song, lullaby, entertainment Incorporate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>), tempi (fast, slow, <i>ritardando</i>), and accent/fermata Create speech ostinato from words to a familiar song. Transfer speech ostinato to a barred instrument Discuss structure of rounds and canons | <ul style="list-style-type: none"> Continue singing one part while a different part is being sung at the same time Perform <i>ostinati</i>, rounds, and partner songs Perform dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>), tempi (fast, slow, <i>ritardando</i>), and accent/fermata | 2 2 2 |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> Leadership qualities as it relates to a conductor Sound qualities/production as it relates to science | | |

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 Listening to individual singing and singing as a group Rhythm and melodic reading games | Formative Formative Formative | 1 2 2 |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| 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"> Repetition with variety of teacher instructional activities 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 parts | <ul style="list-style-type: none"> Work with a partner on echoing voices, rhythm patterns, and melodic instrument playing | 1 |

| 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"> Assign a topic for students to create their own sound piece Demonstrate a 4/4 conducting pattern | <ul style="list-style-type: none"> Students create and perform a short piece utilizing different voices and expressive qualities Student conducts a 4/4 pattern while the class sings a song | 3 3 |

| | |
|-------------------------------------------|-------------------------------------------------------------------------------------|
| OBJECTIVE # 2 | Develop and apply instrumental skills |
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> PP2A4, PP2B4, PP2C4, PP2D4, PP2E4 |

| 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 understand the function of the clef sign Students understand how the music alphabet (A-G) applies to the treble clef Students understand how to read and notate whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note, sixteenth notes, dotted quarter followed by eighth, syncopation | <ul style="list-style-type: none"> Treble clef Names of the lines and spaces of the treble clef Whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note, sixteenth notes, dotted quarter followed by eighth, syncopation Rounds, canons, partner songs <i>Ostinati</i> | <ul style="list-style-type: none"> Read notation and perform five (5) pitches on a melodic instrument Read and perform rhythms in simple meter (whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note, sixteenth notes, dotted quarter followed by eighth, syncopation) Interpret expressive markings (accent, fermata) Demonstrate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) and tempi (fast, slow, <i>ritardando</i>) Echo short rhythmic patterns on classroom instruments Perform in a group, demonstrating characteristic timbre, tempo, and dynamics, following the conductor cues |

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"> • Incorporate music reading in the treble clef • Incorporate rhythms in simple meter (whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note, sixteenth notes, dotted quarter followed by eighth, syncopation) • Incorporate rhythm and melody flashcards • | <ul style="list-style-type: none"> • Read the lines and spaces of the treble clef • Perform five (5) pitches on a melodic instrument • Read and perform rhythms in simple meter (whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note, sixteenth notes, dotted quarter followed by eighth, syncopation) | <p>1 2 1</p> |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> • Rhythm counting tree as it relates to math • Contour/shape of the melody as it relates to math | | |

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 • Listening • Reading and melodic notation games | <p>Formative Formative Formative or Summative</p> | <p>1 1 1,2</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"> • Repetition with variety of teacher instructional activities • Work one-on-one with student as time allows • Practice and reteach whole group | <ul style="list-style-type: none"> • Work with a partner on rhythm and melodic patterns, vocal and instrumental | <p>1</p> |

| 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"> • Create a sound piece given a particular topic • Transpose a familiar five (5) note melody | <ul style="list-style-type: none"> • Create, notate, and perform a sound piece on barred instruments with dynamic contrast • Rewrite a familiar five (5) note melody in bass clef | 4 4 |

| OBJECTIVE # 3 | Improvise simple rhythmic and melodic <i>ostinati</i> accompaniments; create rhythmic and/or melodic <i>ostinati</i> and soundscapes. | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • PP3A4, PP4A4 | |
| 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 understand how a song may be changed by a different rhythm, beginning on a different note, using a different speed (tempo), etc. • Students understand that some songs may have a repeated pattern (rhythm /melody) occur throughout the song | <ul style="list-style-type: none"> • Improvise • <i>Ostinati</i> • Soundscapes | <ul style="list-style-type: none"> • Play or sing a pattern of notes as performed by the teacher • Create a melodic or rhythmic response (answer) to a question using tempo and dynamic variations • Decide which instruments best reflect a character or action word in a children's story book |

| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
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| 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"> Incorporate echo playing and singing with guidelines (how many notes, which notes to use, what rhythms) into classroom activities Incorporate question and answer singing and playing (how many notes, which notes to use, what rhythms) into classroom activities Incorporate children’s literature by having students assign instruments to different characters and actions included in the story | <ul style="list-style-type: none"> Echo sing melodic patterns Echo play melodic and rhythmic patterns | 1 1 |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> Children’s literature | | |

| 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 Listening Use an instrumental rhythm/melodic pattern written by the student to portray a character or action word In a children’s book | Formative Formative Summative | 1 1 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"> Repetition with variety of teacher instructional activities Work one-on-one with student as time allows Practice and reteach whole group | <ul style="list-style-type: none"> Work with a partner on rhythm and melodic patterns, vocal and instrumental | 1 |

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

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <ul style="list-style-type: none">● Student acts as a co-teacher● Students notate their rhythm or melodic pattern using standard notation | <ul style="list-style-type: none">● Students teach students● Students perform their own improvisation patterns or perform each other's patterns | 4 4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 4th Grade</p> | <p>UNIT TITLE: 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"> • Music textbook series / classroom instrument • Quaver's Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Have an understanding of music vocabulary and music notation |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply music vocabulary in order to read music notation and perform vocal/instrumental music | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • 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 | EM1A4: Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines consisting of: (whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half note, sixteenth notes) | x | |
| GLE | EM1B4: Identify standard pitch notation in the treble clef | x | |
| GLE | EM1C4: Identify standard symbols: (<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>cres</i> or < for <i>crescendo</i> , <i>deces</i> or > for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i> , <i>fast</i> , <i>slow</i> , <i>ritardando</i> , <i>accent</i> , <i>fermata</i> , <i>ties</i> , <i>slurs</i>) | x | |
| GLE | EM1D4: Notate rhythmic patterns and dynamics presented by the teacher: 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>cres</i> for <i>crescendo</i> , <i>deces</i> for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i>) | x | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to read and notate music | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> EM1A4, EM1B4, EM1C4, EM1D4 | |
| 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 understand the difference between duple and triple meter Students understand the value of whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half note, and sixteenth notes in 2/4, 3/4, and 4/4 meters Students understand the function of the clef sign Students will understand the spatial relationships of the lines and spaces of the staff; i.e. the music alphabet (A-G) | <ul style="list-style-type: none"> 2/4, 3/4, and 4/4 meter signatures Whole note/rest Quarter note/rest Half note/rest Eighth note pairs Dotted half note Sixteenth notes Rhythmic syllable names Names of the lines and spaces for the treble clef (EGBDG, FACE) <i>Piano/forte, mp/mf, cresc/descresc, ritardando, accent, fermata, ties, slurs</i> | <ul style="list-style-type: none"> Identify, read, and perform rhythmic and melodic patterns containing whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half note, and sixteenth notes in 2/4, 3/4, and 4/4 meters Identify standard symbols: (<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>cres</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>fast</i>, <i>slow</i>, <i>ritardando</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>) Notate rhythmic and melodic patterns and dynamics presented by the teacher: 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>cres</i> for <i>crescendo</i>, <i>deces</i> for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>) Identify standard pitch notation in the treble clef |
| 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 rhythm and melody flashcards Utilize rhythm and melody games | <ul style="list-style-type: none"> Read rhythms using rhythmic syllables Read melodies using <i>solfege</i> or note names Perform a familiar melody with varying expression marks (dynamics/tempi) | 1 |
| INTERDISCIPLINARY CONNECTION | | 1 |
| <ul style="list-style-type: none"> A meter signature allows a certain number of beats per measure, just as a parking meter allows one to park a certain number of minutes Counting tree as it relates to math | | 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 • Listening • Rhythm and solfege BINGO • Find five songs in a music book that use illustrate given music symbols | Formative Formative Formative Formative | 1 1 1 1 |
| 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"> • Repetition with variety of teacher instructional activities • Work one-on-one with student as time allows • Practice and reteach whole group | <ul style="list-style-type: none"> • Work with a partner on rhythm and melodic patterns, vocal and instrumental | 1 |
| 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"> • Create rhythm and melody patterns on flashcards using the rhythms and pitches learned | <ul style="list-style-type: none"> • Perform rhythm and melody flashcards written by students | 4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 4th Grade</p> | <p>UNIT TITLE: Artistic Perceptions</p> <p>UNIT DURATION: Ongoing</p> |
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| <p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Music textbook series / classroom instruments • Quaver’s Marvelous General Music Curriculum | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Listen and respond to music intellectually and emotionally • Evaluate music based on critical listening and theoretical analysis |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Develop and apply music terminology when describing and understanding vocal/instrumental music | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How do we identify the form of music? • What do we listen for when evaluating a musical performance? • Can students describe a quality/non-quality musical performance using grade-level music 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 | AP1A4: Identify and analyze forms and compositional techniques (AB, ABA, canon, <i>ostinati</i> , verse/refrain, repeat sign, partner songs, rondo, first and second endings, <i>coda</i> , <i>blues</i>) | x | |
| GLE | AP1B4: Distinguish between vocal ensemble groupings and orchestral instruments. Identify instruments as representative of various cultures | x | |
| GLE | AP2A4: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following elements: tone quality, expression/phrasing, rhythmic and pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage presence | x | |
| GLE | AP2B4: Use prerequisite music terms to describe their personal response to a musical example (function/style) | x | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to listen to, analyze, and describe musical forms | |
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| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> AP1A4 | |
| 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 understand same and different Students understand simple binary AB, ternary ABA, and rondo 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 | <ul style="list-style-type: none"> Tempo Meter Dynamics Instrumentation Articulation Round Canon Ostinati Verse Refrain | <ul style="list-style-type: none"> Sing a song in AB and ABA form 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 and a canon Perform an ostinati Sing a partner song Sing songs with a repeat song, first/second ending, and a coda. |
| 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) |
| INTERDISCIPLINARY CONNECTION <ul style="list-style-type: none"> Form is the map /blueprint of music = social studies Form in music is like a pattern in another subject area. | <ul style="list-style-type: none"> Sing a song in AB form (“Old Dan Tucker”), ABA form (“Shoo, Fly”) Sing or listen to a piece in rondo form (Fur Elise) by Beethoven Define a change in music Sing a round (“Row, Row, Row Your Boat”) and a canon (“Are You Sleeping?”) Perform an <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. | <ul style="list-style-type: none"> 2 2 2 2 2 2 2 2 |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| 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 move to the music, then change the movement when the music changes Students will play one instrument during the A section, and a different instrument in the B section Students will create a listening map to illustrate the different sections of music | Formative and summative | 2 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"> Repetition with variety of teacher instructional activities Work one-on-one with student as time allows Practice and reteach whole group | <ul style="list-style-type: none"> Work with a partner | 1 |
| 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 a short piece (AB, ABA, rondo) with set guidelines = number of beats, rhythms used; instruments or voices could also be added | <ul style="list-style-type: none"> Students create and perform a short piece for presentation containing the terms listed in the academic vocabulary | 4 |

| OBJECTIVE # 2 | Distinguish between vocal ensemble groupings and orchestral instruments. Identify instruments as representative of various cultures | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> AP1B4 | |
| 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,</i> ACADEMIC VOCABULARY | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students understand the difference between the sounds of voices and instruments Students understand that the tone of an instrument depends upon the shape, material, and method of creating vibration in order to produce a sound Students understand how a sound is made (reed on a mouthpiece, lips buzzing in a mouthpiece, air in a tube, vibration of vocal cords) Students understand that the size of the instrument affects the highness/lowness of the sound Students understand that the material from which the affects the sound (wood, metal, skin, string) | <ul style="list-style-type: none"> Tone Vibration Reed Mouthpiece Sound collage String Woodwind Brass Percussion | <ul style="list-style-type: none"> Create a sound collage Identify instruments by sight, by sound, and by sight and sound Recognize and identify different band and orchestral instruments Students will classify each instrument as a string, woodwind, brass, or percussion Students will recognize timbres of various instruments, individual and by families Students will select from like instruments which would have high, medium, or low ranges 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"> Play Instrument Bingo Play Hide and Seek with the instruments Play voice identification games (“Doggie, Doggie, Where’s Your Bone?”) | <ul style="list-style-type: none"> Students will echo short rhythms and melodic patterns using a variety of sounds such as body percussion, rhythm instruments, and voice | 1 |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> Tone color of instruments and voices can be compared to the color wheel in art | | |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| ASSESSMENT DESCRIPTION | FORMATIVE OR SUMMATIVE? | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Play Instrument Bingo • Play Hide and Seek with the instruments • Play voice identification games (“Doggie, Doggie, Where’s Your Bone?”) | Formative | 1 |
| 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"> • Repetition with variety of teacher instructional activities • Work one-on-one with student as time allows • Practice and reteach whole group. | <ul style="list-style-type: none"> • Work with a partner | 1 |
| 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"> • Create a sound collage • Create a found-sound instrument | <ul style="list-style-type: none"> • Create a sound collage that employs different instrument and/or vocal sounds and requires varying dynamics and/or tempi. • Identify objects that could be used to make music even though they are not considered an instrument; i.e., keys used as a shaker | 4 3 |

| OBJECTIVE # 3 | Develop and apply the knowledge and skills to evaluate music and musical performances and compositions | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> AP2A4, AP2B4 | |
| 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 understand music vocabulary Students can use these music vocabulary words (music elements) to describe music heard Students can use the music vocabulary to describe how the music makes them feel and tell why | <ul style="list-style-type: none"> Rhythm = patterns Contour = shape Tone Color = sound Harmony = blending of sounds Form= sections Texture = thickness or thinness of sound Tempo = speed Dynamics = volume Duration = length of sound | <ul style="list-style-type: none"> Describe the music heard (instruments, tempo, dynamics, form, etc.) Describe what is interesting about the music and why Tell what the music is about and what in the music supports your answer Tell what the music makes you think about (a mental picture or mood) |
| 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 piece of music to introduce a unit Examine the lyrics and speculate about what the words means, how it would make you feel, values conveyed. Discuss the composer who wrote the music and why the piece was written | <ul style="list-style-type: none"> Students will identify musical elements used for expression in music Students will express what they hear in the music using the academic vocabulary Students will learn about the composer and why a piece of music was composed | <p>1,2,3,4</p> <p>1,2,3,4</p> <p>1,2,3,4</p> |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> Define the vocabulary words as they relate to visual art and dance | | |
| 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"> Write as a music critic, explaining what was best and what you might change about a musical performance, using the academic vocabulary Write liner notes for a song a song on a CD | <p>Summative</p> <p>Summative</p> | <p>3,4</p> <p>3,4</p> |

| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
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| 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"> ● Repetition with variety of teacher instructional activities ● Work one-on-one with student as time allows ● Practice and reteach whole group | <ul style="list-style-type: none"> ● Work with a partner ● Write questions before listening to a musical work | 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"> ● Learn these vocabulary words: <ul style="list-style-type: none"> ○ Balance ○ Continuity ○ Emphasis ○ Variety ○ Tension ○ Division ○ Technique ● Keep a listening journal | <ul style="list-style-type: none"> ● Use the additional vocabulary in a listening journal ● Write a listening journal, keeping notes about music heard in and out of class | 4 4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 4th Grade</p> | <p>UNIT TITLE: 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"> • Music textbook series / classroom instruments • Quaver’s Marvelous General Music Curriculum | <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 the ability to transfer and connect knowledge from music to another subject (arts or non-arts) area. | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the similarities and differences between music and other subjects? • How are the elements of music, visual art, and movement related? | | |
| 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 | IDC1A4: Compare/contrast meanings of terms used in the arts, such as unity, variety, repetition/contrast | x | |
| GLE | ICD1B4: Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music. Compare the science of sound as it relates to stringed (violin and piano) and percussion instruments (production of sound/ vibrations) | x | |

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| OBJECTIVE # 1 | Develop and apply knowledge and skills to understand the relationships between music, related arts, and humanities | | |
| REFERENCES/STANDARDS GLE | <ul style="list-style-type: none"> • IDC1A4 | | |
| 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 understand music vocabulary • Students understand how to transfer the meaning of this vocabulary to other arts areas • Students understand how the style of a piece of music can also relate to a style of a piece of artwork • Students understand that music may reflect | <ul style="list-style-type: none"> • Rhythm = patterns • Contour = shape • Tone Color = sound • Harmony = blending of sounds • Form = sections • Texture - thickness or thinness of sound • Tempo = speed | <ul style="list-style-type: none"> • Define the vocabulary words • Label the elements when listening to a piece of music, viewing a piece of art, or watching a dance/movement activity • Relate the similarities / differences of the style of a musical piece to the style of a piece of artwork • Relate a musical work to the time in history when | |

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| historical events | <ul style="list-style-type: none"> • Dynamics = volume • Duration = length of sound | it was written and also to a piece of artwork created during that same time |
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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) |
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| <ul style="list-style-type: none"> • Discuss the elements of music (vocabulary words) • Discuss how these definitions of musical elements also relate to other arts areas | <ul style="list-style-type: none"> • Students will define musical elements from a word wall | 1 |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> • Music, along with visual art, and dance, shares a common vocabulary of elements | | |

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) |
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| <ul style="list-style-type: none"> • Music Jeopardy using vocabulary words • Describe a piece of visual art using the music elements vocabulary | Summative Summative | 1 4 |

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) |
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| <ul style="list-style-type: none"> • Repetition with variety of teacher instructional activities • Work one-on-one with student as time allows • Practice and reteach whole group • Introduce an element through a different arts area such as visual art or movement | <ul style="list-style-type: none"> • Work with a partner | 1,2 3,4 |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <ul style="list-style-type: none">● Learn these vocabulary words:<ul style="list-style-type: none">○ Balance○ Continuity○ Emphasis○ Variety○ Tension○ Division○ Technique● Keep a listening journal | <ul style="list-style-type: none">● Students create a piece of visual art to illustrate one of the elements● Students write in a listening journal about musical works heard in and out of class | 4 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand the relationships between music and non-arts disciplines | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • IDC1B4 | |
| 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 understand music vocabulary • Students understand how to transfer the meaning of this vocabulary to other arts areas • Students understand how the style of a piece of music can also relate to a style of a piece of artwork • Students understand that music may reflect historical events | <ul style="list-style-type: none"> • Rhythm = patterns • Contour = shape • Tone Color = sound • Harmony = blending of sounds • Form = sections • Texture - thickness or thinness of sound • Tempo = speed • Dynamics = volume • Duration = length of sound | <ul style="list-style-type: none"> • Students will describe and label musical elements when listening to a piece of music, viewing a piece of artwork, or performing a dance/ movement activity • Relate the similarities / differences of the style of a musical piece to the style of a piece of artwork • Relate a musical work to the time in history when it was written and also to a piece of artwork created during that same time |
| 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"> • Discuss music as a science incorporating acoustics of sound • Discuss music as math, rhythmically based on the subdivisions of time into fractions that must be performed instantly, not worked out on paper • Discuss music as language, visual (reading) and aural (singing/playing), with its own set of vocabulary and symbols • Discuss music as history, a storyteller • Discuss music as physical education, coordination of hands, fingers, arms, lips, facial muscles, breather torso, spine, shoulders and legs | <ul style="list-style-type: none"> • Students will calculate the vibrations of a guitar or violin string • Students will draw the counting tree. • Students will identify words that rhyme, the rhythm of the words, special spellings, and words that begin with a specific letter • Students will sing folk ballads that tell stories about historical events or characters | <p>1</p> <p>1</p> <p>2</p> <p>1,2</p> |

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| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> • The musical score is a chart, a graph indicating frequencies, intensities, volume changes, melody and harmony with the defining control of time • The brain must process sequences, patterns, intervals, symbols, and spatial awareness of music notation • Many music terms and repertoire are in Italian French and German • Music reflects the environment and times of a country, culture, or a person's feelings • Music activates all parts of the brain which in turn creates a body response • Music practices reading by tracking horizontally and vertically through scores and lyric sheets | | |
| 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"> • Notate in standard notation the rhythm of the words of a short poem • Illustrate a ballad as a story book | Formative Summative | 1 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"> • Repetition with variety of teacher instructional activities • Work one-on-one with student as time allows • Practice and reteach whole group | <ul style="list-style-type: none"> • Work with a partner | 1 |

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) |
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| <ul style="list-style-type: none">• Design an instrument• Choose three favorite pictures, write a caption for what is happening in the picture, then using the instrument designed, perform background music to match the photos (like background music in a movie) | <ul style="list-style-type: none">• Determine the materials, length, and how sound will be produced for an instrument that is designed by the student | 4 |



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| <p>CONTENT AREA: General Music</p> <p>COURSE: 4th Grade</p> | <p>UNIT TITLE: 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"> • Music textbook series / classroom instruments • Quaver’s Marvelous General Music Curriculum | | <p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Music is an integral part of life | |
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • No society has been without music; therefore, music is a reflection of our culture. • A person’s heritage can be reflected through music | | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does music affect culture? • How does society use music for personal expression and socialization? • What careers are available in 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 | HCC1A4: Identify characteristics of teacher-selected genres or styles: works songs, cowboy songs, square dances, spirituals, and blues. Identify music representing diverse cultures including Missouri (including the music of Scott Joplin) and American heritage. | x | |
| GLE | HCC1B4: Describe how elements of music are used in teacher-selected genres or styles: works songs, cowboy songs, square dances, spirituals, and blues. Identify music representing diverse cultures including Missouri (including the music of Scott Joplin) and American heritage. | x | |
| GLE | HCC1C4: Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events (work songs, cowboy songs, square dances, spirituals, ragtime, and blues). Discuss and demonstrate appropriate listening behavior for various types of performances | x | |
| GLE | HCC1D4: Identify available music-related careers in a given setting in the community. Identify music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre. | x | |

| OBJECTIVE # 1 | Develop and apply the knowledge and skills to understand musical genres and styles | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1A4 | |
| 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 understand the functions of music in society - ceremonial, sacred, folk/work song, lullaby, entertainment Students understand the functions of music in society - funeral, parade, wedding, lullaby, graduation, school, musical theatre, music in film | <ul style="list-style-type: none"> Work songs Cowboy songs, square dances Spirituals, blues Scott Joplin | <ul style="list-style-type: none"> Identify a song as a ceremonial, sacred, folk/work, lullaby, or entertainment song Identify one instrument (visually and aurally) that could be used in the performance of the above songs List one historical fact about three different styles of music Sing "The Missouri Waltz" state song |
| 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"> Take a musical tour of Missouri Teach three examples of a work song, cowboy song, a spiritual, blues, folk song folk and dance Trace the historical development of each of these song types Identify the types of instruments used to perform work songs, cowboy songs, a spiritual, blues, folk song and folk dance | <ul style="list-style-type: none"> Students will identify different styles of music symbolic of Missouri cities Students will sing "The Missouri Waltz," state song St. Louis Blues, Kansas City Jazz, Ozark folk music, Sedalia Ragtime Students will know one historical fact about three different styles of music Students will identify (visually and aurally) the different instruments used in the development of work song, cowboy song, a spiritual, blues, folk song folk and dance | <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> Label the musical cities on the map of Missouri | | |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| ASSESSMENT DESCRIPTION | FORMATIVE OR SUMMATIVE? | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Create a chart that compares and contrasts two different styles of the above-mentioned styles of music | Summative | 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"> • Repetition with variety of teacher instructional activities. • Work one-on-one with student as time allows. • Practice and reteach whole group. | <ul style="list-style-type: none"> • Students will group a selection of aural examples into categories such as popular, classical, Western or non-Western. | 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 create a list of songs they remember hearing as a child in their home • Create a famous Missouri musician notebook | <ul style="list-style-type: none"> • Write a brief description of a memory associated with that song • Create a portfolio of information about famous Missouri musicians, such as Chuck Berry, Charlie Parker, Clark Terry, Sheryl Crow, Porter Wagner | 4 4 |

| OBJECTIVE # 2 | Develop and apply the knowledge and skills to understand stylistic practices | |
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| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1B4 | |
| 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 understand the functions of music in society - ceremonial, sacred, folk/work song, lullaby, entertainment Students understand the functions of music in society - funeral, parade, wedding, lullaby, graduation, school, musical theatre, music in film | <ul style="list-style-type: none"> Rhythm = patterns Contour = shape Tone Color = sound Harmony = blending of sounds Form = sections Texture = thickness or thinness of sound Tempo = speed Dynamics = volume Duration = length of sound | <ul style="list-style-type: none"> Define the musical elements (vocabulary) List a title of one song that would be considered ceremonial, sacred, folk/work song, lullaby, entertainment List a title of one song that one might hear at a funeral, parade, wedding, lullaby, graduation, school, music in theatre and film |
| 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"> Teach examples of the types of music used in society, vocal and/or instrumental Teach examples of music that one might hear at a funeral, parade, wedding, rocking a baby to sleep, graduation, school song, music in theatre and film Trace the historical development of each of these song types Identify the types of instruments used to perform work songs, cowboy songs, a spiritual, blues, folk song and folk dance | <ul style="list-style-type: none"> Students will describe how music can function for different purposes, such as sacred/secular, work songs, folk songs, art or popular music Students will know one historical fact about three different styles of music Students will identify (visually and aurally) the different instruments used in the development of work song, cowboy song, a spiritual, blues, folk song folk and dance | <p>1,2</p> <p>1</p> <p>3</p> |

| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
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| ASSESSMENT DESCRIPTION | FORMATIVE OR SUMMATIVE? | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Create a chart that compares and contrasts two different styles of music | Summative | 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"> • Repetition with variety of teacher instructional act. • Work one-on-one with student as time allows. • Practice and reteach whole group. | <ul style="list-style-type: none"> • Work with a partner | 1 |
| 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"> • Show part of a Disney movie or Looney Tunes cartoon show without music (silent) | <ul style="list-style-type: none"> • Write a paragraph about how or if the music is different without the background music | 4 |

| OBJECTIVE # 3 | Develop and apply the knowledge and skills to understand music's role and function in various cultures. Discuss and demonstrate appropriate listening behavior for various types of performances | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> HCC1C4 | | |
| 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 understand the functions of music in society - ceremonial, sacred, folk/work song, lullaby entertainment Students understand the functions of music in society - funeral, parade, wedding, lullaby, graduation, school, musical theatre, music in film | <ul style="list-style-type: none"> Students will describe how music can function for different purposes, such as sacred/secular, work songs, folk songs, art or popular music Students will know appropriate concert etiquette (no talking, noise, reading, using electronic devices, opening purse or wrapped candy, arriving late, leaving early) | <ul style="list-style-type: none"> List a title of one song that would be considered ceremonial, sacred, folk/work song, lullaby, entertainment List a title of one song that one might hear at a funeral, parade, wedding, lullaby, graduation, school, music in theatre and film Students will list three inappropriate behaviors of concert etiquette | |
| 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"> Have students move, sing, and listen to music of various cultures. Have students experience a live music performance | <ul style="list-style-type: none"> Students will recognize a selected sampling of patriotic and folk songs that are representative of Missouri, the United States, and other countries. | 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"> Create a chart that compares and contrasts two different styles of music | Summative | 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"> • Repetition with variety of teacher instructional activities. • Work one-on-one with student as time allows. • Practice and reteach whole group. | <ul style="list-style-type: none"> • Work with a partner | 1 |
| 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"> • Research a particular style of music | <ul style="list-style-type: none"> • Report to the class about a particular style of music through a poem, story, puppet show, rhythm rap, or ballad. | 4 |

| OBJECTIVE # 4 | Develop and apply the knowledge and skills to understand careers in music | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REFERENCES/STANDARDS <i>GLE</i> | <ul style="list-style-type: none"> • HCC1D4 | |
| 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 understand that people earn a living through music • Students understand that education and music performance skills are requirements for a career in music | <ul style="list-style-type: none"> • Career | <ul style="list-style-type: none"> • List five (5) music careers - possibilities include teacher, performer, conductor, retail store owner, instrument repairman, music therapist, composer, music industry, church musician, music librarian, composer |

| 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"> Invite a guest musician to speak | <ul style="list-style-type: none"> Create a list of questions for the guest musician | 2 |
| INTERDISCIPLINARY CONNECTION | | |
| <ul style="list-style-type: none"> What musicianship skills are common among the different music careers? | | |
| 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"> Choose a music career and describe what a day in the life of that musician would be like. | Summative | 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"> Repetition with variety of teacher instructional activities. Work one-on-one with student as time allows. Practice and reteach whole group. | <ul style="list-style-type: none"> Work with a partner | 1 |
| 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"> Interview a musician who does not work in an educational or performance setting Visit a music store or performance hall | <ul style="list-style-type: none"> Report findings of interview and visit to the class | 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.

Product Performance

| 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 [<i>sol-mi, la-sol-mi</i>]</p> <p>Use a singing voice with a head tone</p> | <p>Apply accurate *pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]</p> <p>Demonstrate appropriate singing posture</p> | Apply accurate pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>] | Match pitch in an extended range [octave] | Use breath control and accurate *diction while singing | <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: 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 |

Product Performance

| 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>Demonstrate dynamics [<i>p</i>, <i>f</i>, <i>*crescendo</i>, <i>*decrescendo/diminuendo</i>] and tempi [fast, slow, <i>*ritardando</i>]</p> <p>Interpret expressive markings [accent, <i>*fermata</i>]</p> | | Use dynamics and *phrasing to communicate an interpretation of a given *style | <p><u>General Music Classes:</u> Use dynamics and phrasing to communicate an interpretation of a given style</p> <p><u>Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature</p> | <p><u>General Music/Choir and Instrumental Classes:</u> <u>Proficient</u> Apply vocal techniques required for expressive performance of varied literature</p> <p><u>Advanced Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature</p> |
| | 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 |

Product Performance

| 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 |

Product Performance

| 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> 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 |

Product Performance

| 1. Develop and apply singing skills to perform and communicate through the arts | | | | | | | | |
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| 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 |

Product Performance

| 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 | Perform using two dynamic levels—soft and loud | Perform a steady beat | Perform the following rhythmic patterns using standard or iconic notation: <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs | | Read and perform at least three (3) pitches on a melodic instrument | Read and perform at least five (5) pitches on a melodic instrument | <u>General Music Classes:</u> Read and perform at least five (5) pitches on a melodic instrument | <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) |
| | Echoes simple rhythms (long and short sounds) | Echo simple rhythmic patterns | | | Read and perform rhythmic patterns <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest pairs • Dotted half note • Sixteenth notes | Read and perform rhythms in simple *meter <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 | Read and perform rhythms in simple meter <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 | <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 |
| | | | | | | | | Read and perform a short song/ piece using effective expression and characteristic timbre |
| | | | | | | | <u>Instrumental Performance Classes:</u> Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation) | Apply the ability to adjust the pitch to a given standard during performance (play in tune) |
| | | | | | | | Demonstrate instrument maintenance and care | <u>Advanced</u> Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature |
| National Standards | 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 |

2. Develop and apply instrumental music skills to perform and communicate through the arts

Product Performance

| 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 [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i>] and tempi [fast, slow] | Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i> , crescendo, <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 |

Product Performance

| 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 Apply stylistic elements needed to perform the music of various 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 |
| National Standards | MU 2 | | | | | | MU 2 | MU 2 |
| Content Standards | FA 1 | | | | | | FA 1 | FA 1 |

Product Performance

| 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 (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument |
| | | | | | | | <u>Instrumental Performance Classes:</u> Play by ear simple melodies 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 |

Product Performance

| 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 |

Product Performance

| 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 |

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts

Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations

Product Performance

| 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 | | | | | | | | |
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| 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 • dotted half note • sixteenth notes • eighth note/rest • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation | <p><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 </p> <p><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</p> | <p><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 </p> <p><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 </p> |
| 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 | | | | | | | | | |
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| 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 | | | | | | | | |
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| 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>decrecendo</i> • <i>dim</i> for <i>diminuendo</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>decrecendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • accent • <i>fermata</i> • *ties • *slurs | 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>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrecendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • 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>decrecendo</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><u>Vocal and Instr. Performance Classes:</u> Apply standard listed for General Music classes</p> | <p><u>General Music Classes:</u> 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>decrecendo</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><u>Vocal and Instrumental Performance Classes:</u> Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including <i>sfz</i></p> |
| 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 | | | | | | | | |
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| 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 | | | | | | | | |
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| 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: 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 |

Artistic Perceptions

| 1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance | | | | | | | | |
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| 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 |

Artistic Perceptions

| 1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance | | | | | | | | | |
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| 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 | |

Artistic Perceptions

| 2. Develop and apply the knowledge and skills to evaluate music and musical performance | | | | | | | | |
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| 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: | | | Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: | | Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: | | <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"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence | | | <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence | | <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence | | <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 | |

Artistic Perceptions

| 2. Develop and apply the knowledge and skills to evaluate music and musical performance | | | | | | | | | |
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| 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 | | | | | | | | | |
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| 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 | 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 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 | 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 | 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 | <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 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 | <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 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines <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 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 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures | |
| | 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 | | | | | | | | | |
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| 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 |

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Historical and Cultural Contexts

| 1. Develop and apply the knowledge and skills to understand works of art in time and place | | | | | | | | | |
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| 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 | | | | | | | | |
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| 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 | Describe how elements of music are used in teacher-selected examples | Describe how elements of music are used in teacher-selected 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 | <p><u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p><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</p> | <p><u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p><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</p> <p><u>Proficient and Advanced</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p>Describe the historical significance of selected musical literature</p> |
| | 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 | | | | | | | | |
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| 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 | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance</p> | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> | <p>Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events</p> <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> | <p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet <p>Document understanding of musical experiences through writing samples or illustrations</p> | <p>Describe the function of music in various settings and cultural events</p> <p>Attend and describe live musical experiences</p> | <p><u>General Music Classes:</u> Describe the effects of society, culture and technology on music</p> <p><u>Vocal and Instrumental Performance Classes:</u></p> <p><u>Proficient and Advanced</u> Categorize the function of music being performed in relation to its function in society or history</p> |
| 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 | | | | | | | | |
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| 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 |