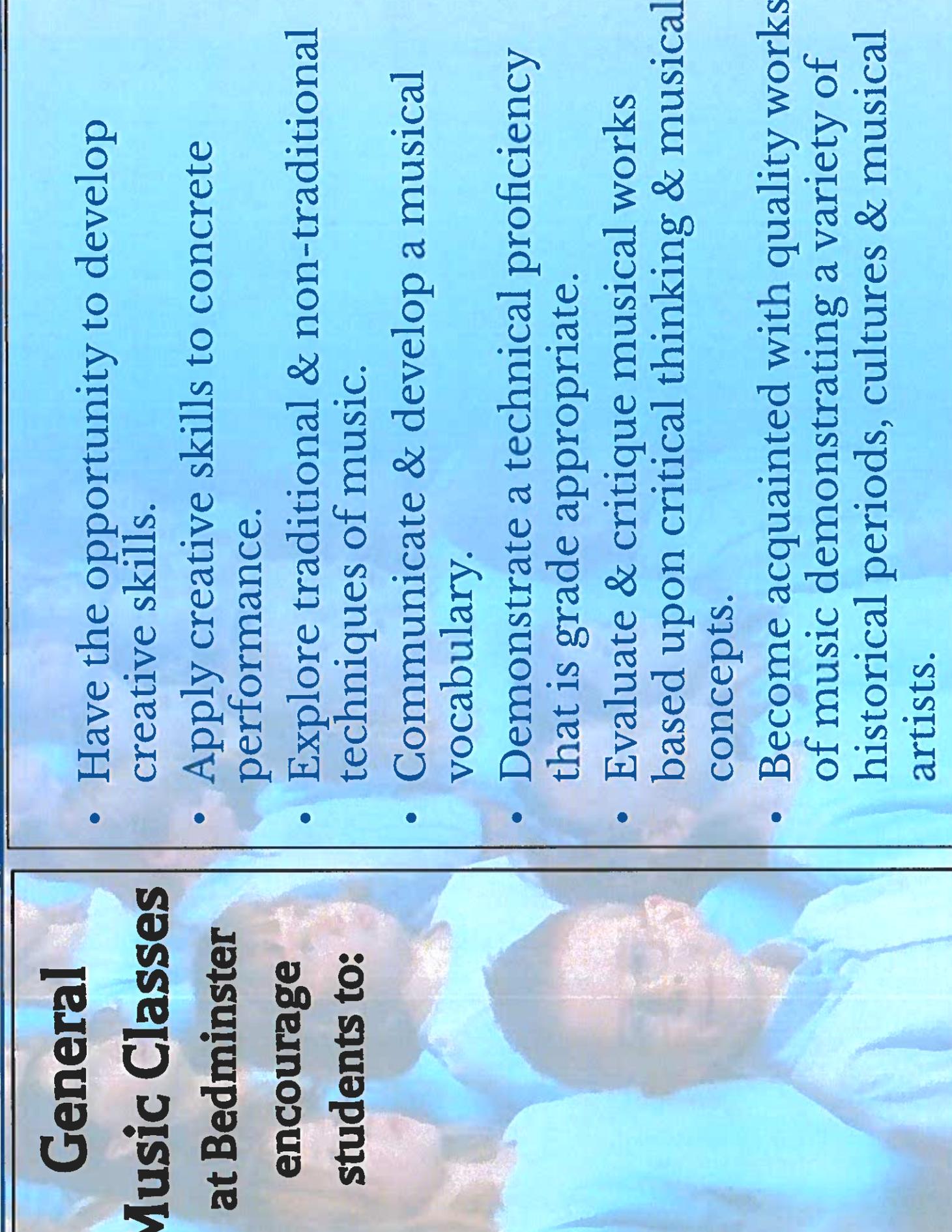


Bedminster Township School

District Music Curriculum
Grades K- 8



General Music Classes

**at Bedminster
encourage
students to:**

- Have the opportunity to develop creative skills.
- Apply creative skills to concrete performance.
- Explore traditional & non-traditional techniques of music.
- Communicate & develop a musical vocabulary.
- Demonstrate a technical proficiency that is grade appropriate.
- Evaluate & critique musical works based upon critical thinking & musical concepts.
- Become acquainted with quality works of music demonstrating a variety of historical periods, cultures & musical artists.

Performing Ensembles

Allow students to develop and apply “hands-on” creative skills. Demonstrate a technical proficiency that is grade and/or student appropriate at two (2) concerts per school year. These programs will include music from a variety of historical periods, cultures and musical artists.

Instrumental

Band (Grades 4-8)

Jazz Band (Grades 4-8)

Orchestra (Grades 2-8)

Suzuki Violins (Grade
2)

Vocal & Handbells

Treble Chorus
(Grades 3-4)

Concert Choir
(Grades 5-8)

Handbells (Grades
4-8)

Drama Club (Grades
5-8)

Anchor Standards 1, 2 & 3

Creating

All students will utilize those skills, media, and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theatre, and visual art

Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to a deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Anchor Standards 4, 5 & 6

Performing/Presenting/Producing

All students will demonstrate an understanding of the elements and principles of dance, music, theatre, and visual art.

In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theatre, and the visual arts. The elements, such as color, line, shapes, form & rhythm, time, space & energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to a deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Anchor Standards 7, 8 & 9

Responding

All students will use aesthetic knowledge and critique Methodology in the creation of and in response to dance, music, theatre & visual art.

The Arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theatre, and visual arts enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work, to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation & interpretation; stimulating imagination; the value & significance of the Arts; art as an object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Anchor Standards 10 & 11

Connecting

Students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theatre, and visual art. This includes understanding how the arts and cultures continue to influence each other.

In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theatre, and the visual arts. The elements, such as color, line, shapes, form & rhythm, time, space & energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Kindergarten - Materials/Resources

- **Books:**
 - World of Music K
 - Can You Hear It?
 - Barefoot Books
- **Recordings:**
 - World of Music K
 - Children's Songs & Dances, Nutcracker Suite, Holiday Songs, Hal Palmer
- **Video/DVD:**
 - "Music Magic K" series
 - Barefoot Books

Grade Focused Materials:

Percussion Instruments:

- Tambourine
- Rhythm Sticks
- Castanets
- Hand Drums
- Maracas/Lil' Shakers
- Rain Stick
- Bass Drum
- Step Bells
- Xylophone
- Glockenspiel



Kindergarten - Anchor Standards 1, 2 & 3

Cumulative Progress Indicator:

To Communicate student responses to music with supporting statements based on aesthetics.

Highlights:

- Students will develop an appreciation for music and dance while experiencing aesthetics and stimulating their imagination in some of the following ways:
 - Singing songs
 - Listening to music
 - Playing instruments
 - Moving to music
 - Dancing
 - Watching music videos
 - Class participation & discussion

Evaluation:

Demonstrate an understanding of the 5 elements of music orally using simple musical and non-musical vocabulary. Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Kindergarten - Anchor Standards 10 & 11

Cumulative Progress Indicator:

To demonstrate performance and participation skills by working and creating individually and with others.

Highlights:

- Students will demonstrate creation & performance skills in music through:
 - Singing Songs (“Wheels on the bus”)
 - Creating Lyrics (Add verses To “Wheels on the Bus”)
 - Playing Instruments (Play steady seat on rhythm instruments)
 - Dancing and Moving to music (Hokey pokey, Chicken Dance, Macarena, YMCA, and more; Nutcracker ballet- interpretation)
 - Using Sign Language (color words to songs, “Kumbaya”)
 - Pantomiming and/or Acting (Winter’s day activities)

Evaluation:

Demonstrate their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Kindergarten - Anchor Standards 1.3

Standard: 8.1.P.C.1

Cumulative Progress Indicator:

To apply elements and media common to music to produce a work of art.

Highlights:

- Students will demonstrate an understanding of the following

Elements of Music:

Melody, Tone Color & Rhythm

- Melody - Tune Recognition of a Song
 - “Twinkle, Twinkle” sounds like: “ABC” & “Baa, Baa, Black Sheep”
- Tone Color - Different Instruments & Voices
 - Piano, drums, clarinet, singing - “Time to Sing”
- Rhythm - Steady Beats or Groupings
 - Steady Beat = Bass Drum “Patriotic songs”
 - Groupings of 3 “The Ants Go Marching”

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Kindergarten - Anchor Standards 7, 8 & 9

Cumulative Progress Indicator:

Explain the criteria by which students evaluate the quality of their work and the work of others.

Highlights:

- Listening, Observing, & Discussing individual or group classroom activities offering constructive opinions evaluating strengths & weaknesses of their own work and the work of others.
- Listening to or Viewing, Observing, & Discussing recorded works of music, video-taped/recorded performances and/or assemblies & Concerts, and offering constructive analysis in an objective manner.
- Expressing how individuals can have different opinions toward works of art.

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
 - 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works using grade appropriate musical terms and concepts.
- Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Kindergarten - Standards 1.2/1.3 & 9.1/9.2/9.4

Cumulative Progress Indicators:

- Investigate, experience and participate in music activities representing various historical periods and world cultures.
- Apply knowledge of historical, social and cultural influences to understanding a work of music.
- Use Senses, Imagination and Memory to express ideas and feeling in music.

Highlights:

- Sing, listen to, dance, perform, use sign language, move to music, play games, view and participate in activities.
- Some suggested songs & dances may include: African - “*Kumbaya*” with sign language , Irish “*River Dance*” Video, Mexican - “*Mexican Hat dance*” Dance, Caribbean - “*Limbo*” Dance, American - “*Grand Old Flag*”, French- “*Frere Jacques*”, English – “*London Bridge*”, Chinese – “*Chinese New Year*”

Evaluation:

- 1.) Sing or play a variety of songs from many countries and cultures in the style intended by the composer and/or culture or origin.
 - 2.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.
- Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Kindergarten Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal & instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Vocal- "Holiday & Seasonal selections" "Barefoot Books collection"

Instrumental/Rhythmic-

Benchmark - ½ Octave vocal range

Formative - Rhythm stations, vocal exercises, oral quizzes, group/solo activities (Grade appropriate)

Summative - **Glockenspiel:** "Hot Cross Buns" "Twinkle Twinkle (2 measures)

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students' current abilities

Social Emotional Learning:

Kindergarten - 1.4:

Through Google Classroom chat feature and in person instruction, social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade I - Materials/Resources

Books:

World of Music 1
Can You Hear It?

Recordings:

World of Music 1 CD
collection
iPod (Grade
Appropriate)

Video/DVD:

“Peter & the Wolf”
“Carnival of the Animals”
“Nutcracker”
“Animusic 1”
“Music Magic 1” series

Grade Focused Materials:

Percussion Instruments:

- Tambourine
 - Rhythm Sticks
 - Castanets
 - Hand Drums
 - Maracas/Lil’ Shakers
- Rhythm Writing Sticks
Voice Experiment Cards (Level 1)

Music Word/Note Wall

Music Carpet

Crayons



Grade I - Anchor Standards 1, 2 & 3

Cumulative Progress Indicator:

To Communicate student responses to music with supporting statements based on aesthetics.

Highlights/Units:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify Instruments, Music Type & Emotion.
- Identification of Common Orchestral Instruments: “*Peter & the Wolf*” – Prokofiev, “*Carnival of the Animals*” – Saint Sæens, “*Young Person’s Guide to the Orchestra*” – Britten, “*Nutcracker Suite*” – Tchaikovsky
- Songs, Games & Dances: Various traditions and cultures. “*African Noel*”, “*Zakodi-kodi*”, “*Button You Must Wander*” “*Eight Little Candle Fires*”

Evaluation:

Demonstrate an understanding of the 5 elements of music orally using simple musical and non-musical vocabulary. Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade I - Anchor Standards 10 & 11

Cumulative Progress Indicator:

To demonstrate performance and participation skills by working and creating individually and with others.

Highlights:

- **Group Rhythm Stations:** Students work in small groups to figure out rhythms of varying difficulty (grade appropriate). Group members are rotated frequently so that students experience making music with all classmates and use all available instruments.
- **World Drumming:** Students will use various ethnic percussion instruments for individual and classroom performances.
- **Songs, Games & Dances:** Various traditions and cultures.

Evaluation:

Demonstrate their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade I - Anchor Standards 4, 5, 6

Standard: 8.1

Cumulative Progress Indicator:

To apply elements and media common to music to produce a work of art.

Highlights:

- **High/Low**
- **Dynamics:** Loud/Soft (forte/piano)
- **Notation:** Introduce- Quarter & Eighth Notes , Quarter Rest
- **Solfege:** Introduce- *Do, Re, Mi*
- **Music Symbols:** Introduce- Treble Clef
- **Music Form:** Phrases, ABA, Verse & Refrain.
- **Ostinato-** Repeated music patterns.
- **Music Dictation** - 4 beats

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally.
Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade I - Anchor Standards 7, 8 & 9

Cumulative Progress Indicator:

Explain the criteria by which students evaluate the quality of their work and the work of others.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify Instruments, Emotion, Genre/Style & Voice Type.
- Songs, Games & Dances: Various traditions and cultures.
- Group & Individual Performances: Melodic & Rhythmic
- Musical Media Presentations: Audio/Visual, DVD, Live

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
 - 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works using grade appropriate musical terms and concepts.
- Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade I - Standards: 1.2/1.3 & 9.1/9.2/9.4

Cumulative Progress Indicators:

- Investigate, experience and participate in music activities representing various historical periods and world cultures.
- Apply knowledge of historical, social and cultural influences to understanding a work of music.
- Use Senses, Imagination and Memory to express ideas and feeling in music.

Highlights:

- *“America,” “Grand Old Flag,” “This Land is Your Land”*
Patriotic Songs
- **Songs, Games & Dances:** Various traditions and cultures
- **Silver Burdett “Music Magic” VHS Series:** Grade 1

Evaluation:

- 1.) Sing or play a variety of songs from many countries and cultures in the style intended by the composer and/or culture or origin.
- 2.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.
Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Grade 1 Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal & instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Vocal- "America" "Grand Old Flag" "This Land" "Yankee Doodle" "Holiday & Seasonal selections"
Instrumental/Rhythmic-

Benchmark - Basic dynamics, octave vocal range, simple beat

Formative - Rhythm stations, vocal exercises, oral quizzes, group/solo activities (Grade appropriate)

Summative - **Glockenspiel:** "Twinkle Twinkle Little Star" "Mary had a Little Lamb"

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students' current abilities

Social Emotional Learning:

Grade 5 - 1.4:

Through Google Classroom chat feature social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade 2 - Materials/Resources

Books:

World of Music 2
“Gershwin-Rhapsody in Blue”

Recordings:

World of Music 2 CD
collection
iPod (Grade
Appropriate)
“Rhapsody in Blue”

Video/DVD:

“Animusic 2”
“Mary Poppins”
“Music Magic 2” series

Grade Focused Materials:

Percussion Instruments:

- Tambourine
- Rhythm Sticks
- Castanets
- Hand Drums
- Maracas/Lil’ Shakers
- Glockenspiel*

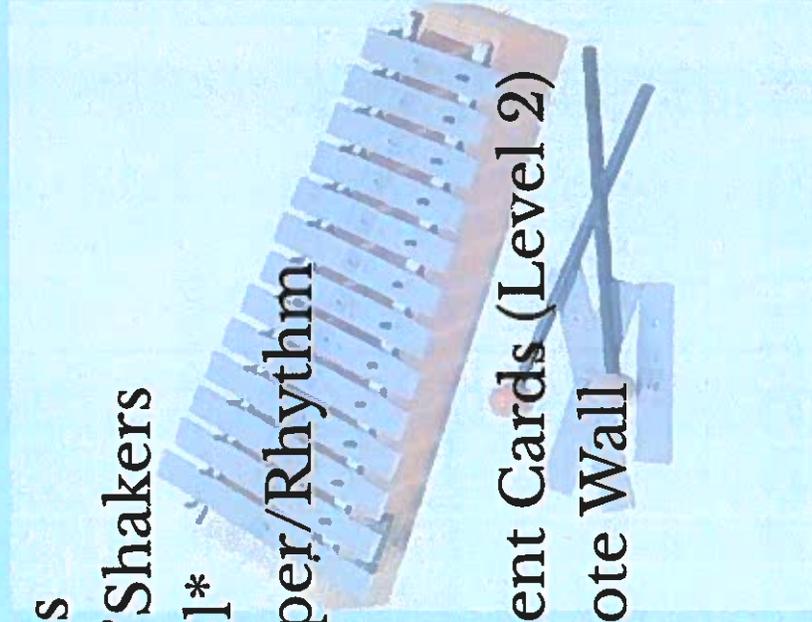
Manuscript Paper/Rhythm
Writing*

Rhythm Cards

Voice Experiment Cards (Level 2)

Music Word/Note Wall

Music Carpet



Grade 2 - Anchor Standards 1, 2 & 3

Standard: 9.4

Cumulative Progress Indicator:

To Communicate student responses to music with supporting statements based on aesthetics.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify Instruments, Emotion, Genre/Style & Voice Type.
- Songs, Games & Dances: Various traditions, cultures & languages. “*Che, Che Koolay*” - African Call & Response, “*Tehn, Tehn*” –Japanese Ball Bouncing Song, “*Chanukkah, Jingle Bells & Jolly Old St. Nicholas*” – Holiday, “*Mary Poppins*” – Vocal Selections, “*Do-Re-Mi*” –Sound of Music, “*Chinese New Year!*” - China

Evaluation:

Identify the 5 elements of music orally using simple musical and non-musical vocabulary.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 2 - Anchor Standards 10 & 11

9.1.2.FI, 9.1.2.RM

Cumulative Progress Indicator:

To demonstrate performance and participation skills by working and creating individually and with others.

Highlights:

- **Group Rhythm Stations:** Students work in small groups to figure out rhythms of varying difficulty (grade appropriate). Group members are rotated frequently so that students experience making music with all classmates and use all available instruments.
- **World Drumming:** Students will use various ethnic percussion instruments for individual and classroom performances.

Evaluation:

Students will be evaluated on their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 2 - Anchor Standards 4, 5, 6

Standards: 8.1.2.IC. 8.1.2.DA. 8.2.2.ITH. 8.2.2.ETW. 8.2.2.EC

Cumulative Progress Indicator:

To apply elements and media common to music to produce a work of art.

Highlights:

- *Five Elements of Music:* Melody, Harmony, Form, Tone Color, Rhythm
- *Time Signatures:* 4/4, 2/4 (introduce $\frac{3}{4}$)
- *Notation:* Master- Quarter, Eighth & Quarter Rest
Introduce-Whole & Half (Whole & Half Rests)
- *Ostinato:* Repeated Rhythmic Patterns
- *Solfege:* Master- Do, Re, Mi Introduce- Sol, La
- *Music Symbols:* Master- Treble Clef , Introduce- Repeat ,
Dynamics, Tempo

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally.
Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 2 - Anchor Standards 7, 8 & 9

9.2.2.CAP,

Cumulative Progress Indicator:

Explain the criteria by which students evaluate the quality of their work and the work of others.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify Instruments, Emotion, Genre/Style & Voice Type.
- Songs, Games & Dances: Various traditions, cultures & languages.
- Group & Individual Performances: Melodic, Rhythmic & Dictation
- Musical Media Presentations: Audio/Visual, DVD, Live performance

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
- 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works using grade appropriate musical terms and concepts.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 2 - Standards 1.2/1.3 & 9.1/9.2/9.4

9.4.2.CI.9.4.2.CT.9.4.2.DC.9.4.2.GCA.9.4.2.IML.9.4.2.TL

Cumulative Progress Indicators:

- Investigate, experience and participate in music activities representing various historical periods and world cultures.
- Apply knowledge of historical, social and cultural influences to understanding a work of music.
- Use Senses, Imagination and Memory to express ideas and feeling in music.

Highlights:

- *“Tehn, Tehn”* Japanese Folksong *“America the Beautiful”* Patriotic Anthem
- Songs, Games & Dances: Various traditions, cultures & languages.
- Silver Burdett “Music Magic” VHS Series: Grade 2

Evaluation:

- 1.) Sing or play a variety of songs from many countries and cultures in the style intended by the composer and/or culture or origin.
- 2.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Grade 2 Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal & instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Vocal- “America the Beautiful” “Frere Jacques” “Over in the Meadow” “Holiday & Seasonal selections”
Instrumental/Rhythmic-

Benchmark - Junior Glockenspiel, Octave & ½ vocal range

Formative -Rhythm stations, vocal exercises, oral quizzes, group/solo activities (Grade appropriate)

Summative - **Bells:** Chord Cards **Glockenspiel:** “Frere Jacques” “Ghost of John (ostinato)”

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students’ current abilities

Social Emotional Learning:

Grade 2 - 1.4:

Through Google Classroom chat feature and in person instruction, social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade 3- Materials/Resources

Books:

World of Music 3
“Handel Knew What He Liked”

Recordings:

World of Music 3 CD
collection
iPod (Grade
Appropriate)

Video/DVD:

“Enchanted”
“Sound of Music”
“Music Magic 3” series

Grade Focused Materials:

Non-pitched Percussion

Instruments:

- Tambourine, Rhythm Sticks, Castanets, Hand & Floor Drums, Maracas/Lil’ Shakers

Pitched Percussion Instruments:

- Glockenspiel

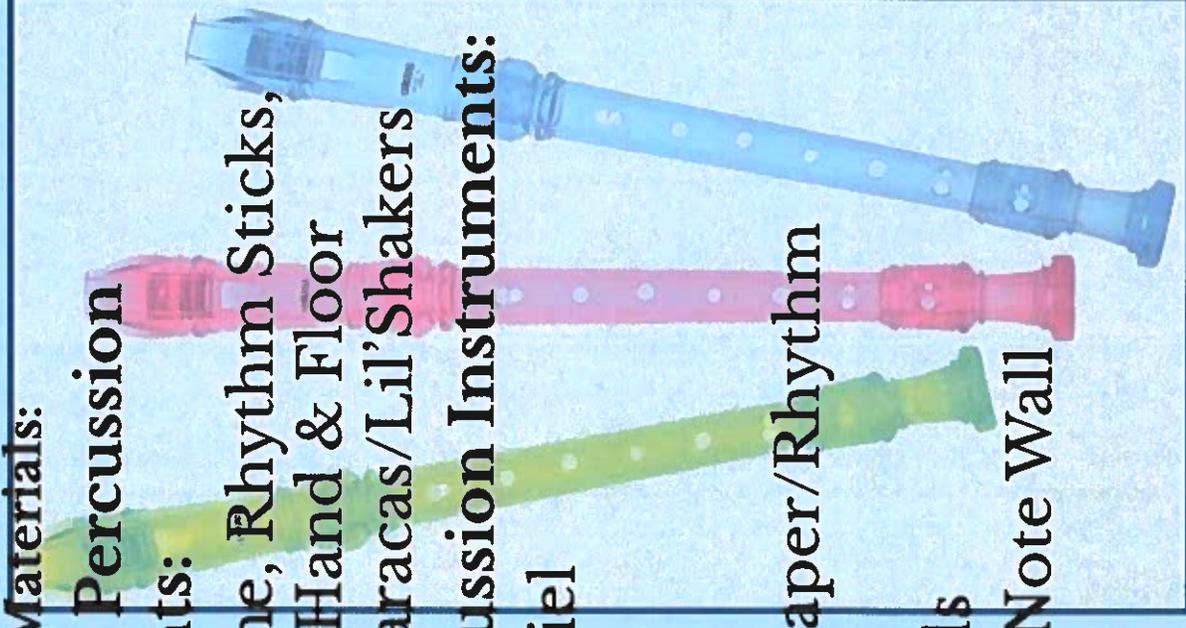
Recorder*

Manuscript Paper/Rhythm
Writing

Rhythm Cards

Music Word/Note Wall

Music Carpet



Grade 3 - Anchor Standards 1, 2 & 3

Cumulative Progress Indicator:

To Communicate student responses to music with supporting statements based on aesthetics.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify Instruments, Emotion, Genre/Style & Voice Type.
- Glockenspiel: “*Scotland’s Burning*”, “*Fruitful Fields are Waving*”, “*A Rum Sum Sum*”
- Traditional Rounds & Canons
- Recorder: Individual & class participation in performances of various short melodic exercises and melodies. “*B-A-G Melodies*” “*Hot Cross Buns*”
- Songs, Games & Dances: Various traditions, cultures & languages. “*Sound of Music*” -

Vocal Selections

Evaluation:

Demonstrate an understanding of the 5 elements of music in song, playing instruments and orally using simple musical and non-musical grade-appropriate vocabulary. Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 3 - Anchor Standards 10 & 11

Cumulative Progress Indicator:

To demonstrate performance and participation skills by working and creating individually and with others.

Highlights:

- **Glockenspiel:** “*Scotland’s Burning*” “*Fruitful Fields are Waving*” **Traditional Rounds**
- **Recorder:** Individual & class participation in performances of various short melodic exercises and melodies.
- **Group Rhythm Stations:** Students work in small groups to figure out rhythms of varying difficulty (grade appropriate). Group members are rotated frequently so that students experience making music with everyone and use all available instruments.
- **World Drumming:** Students will use various ethnic percussion instruments for individual and classroom performances.

Evaluation:

Students will be evaluated on their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 3 - Anchor Standards 4, 5, 6

Standards: 8.1

Cumulative Progress Indicator:

To apply elements and media common to music to produce a work of art.

Highlights:

- Five Elements of Music: Melody, Harmony, Form, Tone Color, Rhythm
- Canon: Repeated melodic pattern (Echo) at specified musical time.
- Round: Similar to “canon” except melodies are repeated to form a continuous circle until stopped by cadence or conductor.
- Recorder Score Reading- Treble Clef (Notes g, a, b, c, d)
- Time Signatures: Master- 4/4, 2/4 (reinforce- $\frac{3}{4}$)
- Notation: Master- *Quarter, Eighths, Whole & Half (Corresponding Rests)*
- Introduce- *Dotted Half, Single Eighth*
- Solfège: Master- *Do, Re, Mi, Sol, La Introduce- Fa, Ti & Do (Octave)*

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally. Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 3 - Anchor Standards 7, 8 & 9

Cumulative Progress Indicator:

Explain the criteria by which students evaluate the quality of their work and the work of others.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify Instruments, Emotion, Genre/Style & Voice Type.
- Songs, Games & Dances: Various traditions, cultures & languages.
- Group & Individual Performances: Melodic, Rhythmic, Dictation, Recorder, Glock

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
 - 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works using grade appropriate musical terms and concepts.
- Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 3 - Standards 1.2/1.3 Misc & 9.1/9.2/9.4

Cumulative Progress Indicators:

- Investigate, experience and participate in music activities representing various historical periods and world cultures.
- Apply knowledge of historical, social and cultural influences to understanding a work of music.
- Use Senses, Imagination and Memory to express ideas and feeling in music.

Highlights:

- Songs, Games & Dances: Various traditions, cultures & languages: “*Riu, Riu Chiu*”
“*Winter Wonderland*” & “*Dredyl Games*” - Holiday
- Silver Burdett “Music Magic” VHS Series: Grade 3

Evaluation:

- 1.) Sing or play a variety of songs from many countries and cultures in the style intended by the composer and/or culture or origin.
 - 2.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.
- Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Grade 3 Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal & instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Vocal- “Frere Jacques (round & canon)” “Holiday & Seasonal selections”
Instrumental/Rhythmic-

Benchmark - Note reading in Treble Clef

Formative - Rhythm stations, vocal exercises, oral quizzes, group/solo activities (Grade appropriate)

Summative - **Handchimes:** “Bells Alive (volumes 1&2)” **Recorder:** “BAG Warmups” “Hot Cross Buns”
Glockenspiel: “Frere Jacques (canon & round)

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students’ current abilities

Social Emotional Learning:

Grade 3 - 1.4:

Through Google Classroom chat feature and in person instruction, social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade 4 - Materials/Resources

Books:

World of Music 4

Recordings:

World of Music 4 CD
collection

iPod (Grade

Appropriate)

iPad: Music Theory

Video/DVD:

“Beethoven Lives
Upstairs”

“Rossini’s Ghost”

“Strauss-King of $\frac{3}{4}$ Time”

“Music Magic 4” series

Grade Focused Materials:

Non-pitched Percussion

Instruments:

- Tambourine, Castanets, Hand Drums, Maracas, Tom-Toms*, Tubanos*, Congas*, Djembes*, Bongos*, Guiro*

Pitched Percussion Instruments:

- Glockenspiel
- Handbells*

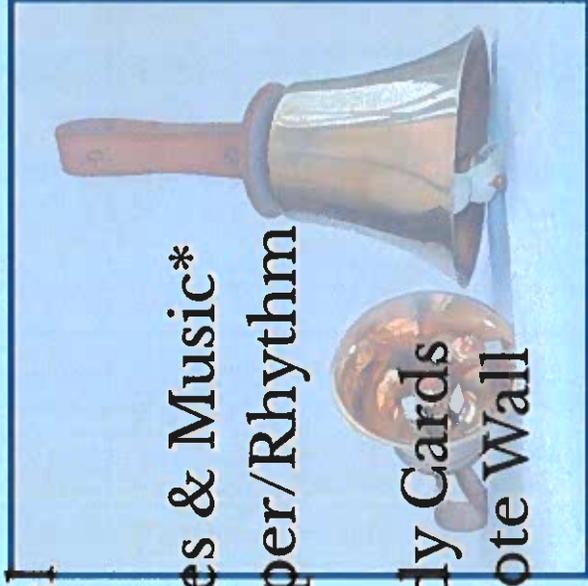
Handbell Gloves & Music*

Manuscript Paper/Rhythm
Writing

Rhythm/Melody Cards

Music Word/Note Wall

Synthesizer*



Grade 4 - Anchor Standards 1, 2 & 3

Cumulative Progress Indicator:

To Communicate student responses to music with supporting statements based on aesthetics.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify *Instruments, Emotion, Genre/Style & Voice Type*.
- Handbells: “*Surprise Symphony*” “*Home on the Range*” “*Holiday Selections*”
- Glockenspiel: “*Scarborough Fair*”
- Songs, Games & Dances: Various traditions, cultures & languages. “*Fum, Fum, Fum*” – Spanish Carol, “*Scarborough Fair*” – English Traditional

Evaluation:

Demonstrate an understanding of the 5 elements of music in song, playing instruments and orally using simple musical and non-musical grade-appropriate vocabulary.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 4 - Anchor Standards 10 & 11

Cumulative Progress Indicator:

To demonstrate performance and participation skills by working and creating individually and with others.

Highlights:

- **Handbells:** 1 bell per student- “*Surprise Symphony*” & “*Home on the Range*”
- **Glockenspiel:** “*Scarborough Fair*”
- **Group Rhythm Stations:** Students work in small groups to figure out rhythms of varying difficulty (grade appropriate). Group members are rotated frequently so that students experience making music with all classmates and use all available instruments.
- **World Drumming:** Students will use various ethnic percussion

Evaluation:

Students will be evaluated on their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 4 - Standards 1.3 & 8.1.P.A.5 & 8.1.2.A.4

Cumulative Progress Indicator:

To apply elements and media common to music to produce a work of art.

Highlights:

- Five Elements of Music: Melody, Harmony, Form, Tone Color, Rhythm
- Handbell Score Reading: Treble & Bass Clef
- Time Signatures: Master- 4/4, 2/4, 3/4 (Introduce- 6/8)
- Notation: Master- Quarter, Eighth, Whole, Half, Dotted Half, Single Eighth
(Corresponding Rests) Introduce- Sixteenths, Dotted Quarter
- Solfège: Master- Do, Re, Mi, Fa, Sol, La, Ti & Do (Octave)
- Music Symbols: Sharp, Flat, Natural, Coda, Fermata
- Music Dictation

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 4 - Anchor Standards 7, 8 & 9

Cumulative Progress Indicator:

Explain the criteria by which students evaluate the quality of their work and the work of others.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify *Instruments, Emotion, Genre/Style & Voice Type*.
- Songs, Games & Dances: Various traditions, cultures & languages.
- Group & Individual Performances: Melodic, Rhythmic, Dictation, Handbells & Glockenspiel

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
- 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works using grade appropriate musical terms and concepts.
Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 4 - Standards 1.2/1.3 & 9.1/9.2/9.4

Cumulative Progress Indicators:

- Investigate, experience and participate in music activities representing various historical periods and world cultures.
- Apply knowledge of historical, social and cultural influences to understanding a work of music.
- Use Senses, Imagination and Memory to express ideas and feeling in music.

Highlights:

“Follow the Drinking Gourd” Spiritual, *“Scarborough Fair”* English Folksong,
“Surprise Symphony” Classical *“Home on the Range”* American Folksong
“Star Spangled Banner” Patriotic Anthem

- Songs, Games & Dances: Various traditions, cultures & languages.
- Silver Burdett “Music Magic” VHS Series: Grade 4

Evaluation:

- 1.) Sing or play a variety of songs from many countries and cultures in the style intended by the composer and/or culture or origin.
- 2.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Grade 4 Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal & instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Vocal- “Star Spangled Banner” “Fifty Nifty United States” “Holiday & Seasonal selections”
Instrumental/Rhythmic-

Benchmark - Successful subdivision of beat, Basic handbell skills

Formative - Rhythm stations, vocal exercises, oral quizzes, group/solo activities: bells (Grade appropriate)

Summative - **Handbells:** “Surprise Symphony & Home on the Range” **Glockenspiel:** “Scarborough Fair”

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students’ current abilities

Social Emotional Learning:

Grade 4 - 1.4:

Through Google Classroom chat feature and in person instruction, social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade 5 - Materials/Resources

Books:

World of Music 5

Recordings:

World of Music 5 CD
collection

iPod (Grade Appropriate)
iPad: Ear Training &
Theory

Video/DVD:

“Bach’s Fight for
Freedom”

“Handel’s Last Chance”

“Dennis Kobray-Mozart”

“Amadeus” (Selections)

“Music Magic 5” series

Grade Focused Materials:

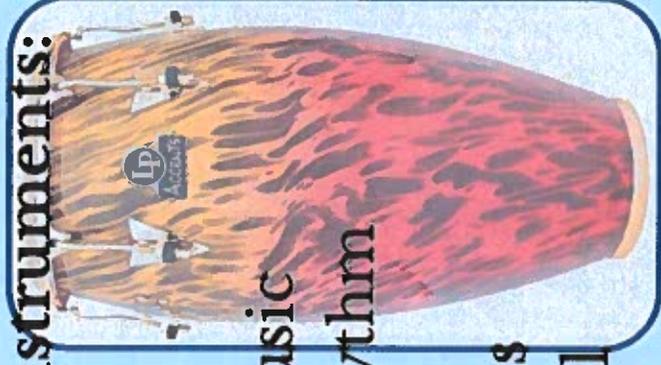
Non-pitched Percussion

Instruments:

- Tambourine, Castanets, Hand Drums, Maracas, Tom-Toms, Tubanos, Congas, Djembes, Bongos, Guiro

Pitched Percussion Instruments:

- Glockenspiel
 - Handbells
- Handbell Gloves & Music
Manuscript Paper/Rhythm
Writing
- Rhythm/Melody Cards
Music Word/Note Wall
Synthesizer



Grade 5 - Anchor Standards 1, 2 & 3

Standard: 9.4

Progress Indicators:

- Understand that music elements such as *Color, Line, Rhythm, Space & Form* may be combined selectively to elicit a specific aesthetic response.
- Communicate about the aesthetic qualities of music works through oral and written analysis using appropriate technical and evaluative terms.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify Instruments, Emotion, Genre/Style & Voice Type.
- Baroque Period (1685-1750)
- Classical Period (1750-1800)

Evaluation:

Demonstrate an understanding of the 5 elements of music in song, playing instruments and orally using simple musical and non-musical grade-appropriate vocabulary.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 5 - Anchor Standards 10 & 11

9.1.5.EG, 9.1.5.FP, 9.1.5.PB, 9.1.5.RMI

Progress Indicators:

- Demonstrate technical skills in music appropriate to students' developmental level.
- Create, produce or perform works of music individually and with others.

Highlights:

- Handbells: 2 bells per student-*“Home on the Range” & “Surprise Symphony”* (Review)
- Conducting: Handbells
- Rhythm/Melody Stations: Students work in small groups to figure out rhythms & melodies of varying difficulty (grade appropriate). Group members are rotated frequently so that students experience making music with all classmates and use all available instruments.
- Glockenspiel: Various folk melodies and scales.

Evaluation:

Students will be evaluated on their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions in a grade appropriate manner. Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 5 - Anchor Standards 4, 5, 6

Standards: 8.1.5.CS, 8.1.5.IC, 8.1.5.DA, 8.2.5.ITH, 8.2.5.NT, 8.2.5.EC

Progress Indicators:

- Demonstrate appropriate use of technology, tools terminology, techniques and media in the creation of music.

Highlights:

- Five Elements of Music: Melody, Harmony, Form, Tone Color, Rhythm
 - Handbell Score Reading: Treble & Bass Clef, Accidentals in some positions.
 - Notation: Master- Quarter, Eighths, Whole, Half, Dotted Half, Single Eighth Sixteenths & Dotted Quarter (Corresponding Rests)
- Introduce- Dotted Eighth Single Sixteenth , Sixteenth/Eighth Combinations
- iPads: Ear Training. Music Theory & Orchestration.(8.1)
 - Music Dictation

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally using terminology, techniques and media in the creation of music. Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 5 - Anchor Standards 7, 8 & 9

9.2.5.CAP,

Progress Indicators:

- Offer constructive critique in the evaluation of their own and others' work in music.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify *Instruments, Emotion, Genre/Style & Voice Type*.
- Songs, Games & Dances: Various traditions, cultures & languages.
- Group & Individual Performances: Melodic, Rhythmic, Dictation, Handbells, Glockenspiel & Percussion Ensembles
- Musical Media Presentations: Audio/Visual, DVD, Live performance

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
- 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate musical terms and concepts.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 5 - Standards 1.2/1.3 & 9.1/9.2/9.4

9.4.5.CI, 9.4.5.CT, 9.4.5.DC, 9.4.5.GCA, 9.4.5.IML, 9.4.5.TL

Progress Indicators:

- Identify significant artists and artistic works in music representing various historical periods (specifically 1685-1800), world cultures and social and political influences.
- Understand and demonstrate a knowledge of how various artists, careers and cultural resources preserve our cultural heritage and influence contemporary arts.
- Interpret the meanings expressed in works of music.

Highlights:

- **Baroque Composers:** Bach, Handel, Vivaldi
- **Classical Composers:** Haydn, Mozart, Beethoven

Evaluation:

- 1.) Identify significant musicians and their compositions aurally, visually, orally and playing music representing various historical periods (specifically 1685-1800), world cultures and social/political influences.
- 2.) Listen, sing, play and discuss a variety of songs from many countries and cultural style interpreted by the composer, performer, song style, historical time period and culture of origin.
- 3.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations, Assessments, SEL

Grade 5 Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal and/or instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Benchmark - Basic Handbell, Glockenspiel, Rhythmic, Vocal skills & knowledge

Formative -Rhythm stations, vocal exercises, oral quizzes, group/solo activities (Grade appropriate)

Summative - **History:** Baroque & Classical, **Handbells:** "Surprise Symphony" "Home on the Range" "Trumpet Voluntary" **Glockenspiel:** "Scarborough Fair" (Review) using sharps #

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students' current abilities

Social Emotional Learning:

Grade 5 - 1.4:

Through Google Classroom chat feature and in person instruction, social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade 6 - Materials/Resources

Books:

World of Music 6

Recordings:

World of Music 6 CD
collection

iPod (Grade Appropriate)

iPad: Ear Training &
Theory

Video/DVD:

“Liszt’s Rhapsody”

“Stomp”

Various Current Artist
DVD’s

“Music Magic 6” series

Grade Focused Materials:

Non-pitched Percussion

Instruments:

- Tambourine, Castanets, Hand Drums, Maracas, Tom-Toms, Tubanos, Congas, Djembes, Bongos, Guiro

Pitched Percussion Instruments:

- Glockenspiel
- Handbells

Handbell Gloves & Music

Manuscript Paper/Rhythm Writing

Rhythm/Melody Cards

Music Word/Note Wall

Synthesizer

Digital Loopers/Voice Modulating
Station*

Grade 6 - Anchor Standards 1, 2 & 3

Progress Indicators:

- Understand that music elements such as *Color, Line, Rhythm, Space & Form* may be combined selectively to elicit a specific aesthetic response.
- Communicate about the aesthetic qualities of music works through oral and written analysis using appropriate technical and evaluative terms.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify *Instruments, Emotion, Genre/Style & Voice Type.*
- Romantic Period (1800-1900)
- Modern Period (1900-present)

Evaluation:

Demonstrate an understanding of the 5 elements of music in song, playing instruments and orally using simple musical and non-musical grade-appropriate vocabulary.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 6 - Anchor Standards 10 & 11

Progress Indicators:

- Demonstrate technical skills in music appropriate to students' developmental level.
- Create, produce or perform works of music individually and with others.

Highlights:

- Handbells: “*Fur Elise*” & “*Trumpet Voluntary*” Bell Weaving, Mallet & Shake
- Individual Rhythm/Melody Stations: Students work individually to figure out rhythms/melodies of varying difficulty (grade appropriate). Students are rotated frequently so that they experience making music using all available instruments.

Evaluation:

Students will be evaluated on their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions in a grade appropriate manner. Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 6 - Anchor Standards 4, 5, 6

Standards: 8.1.5.A.1

Progress Indicators:

- Demonstrate appropriate use of technology, tools terminology, techniques and media in the creation of music.

Highlights:

- Five Elements of Music: *Melody, Harmony, Form, Tone Color, Rhythm*
- Handbell Score Reading: Treble & Bass Clef, Accidentals
- Notation: *Master- Quarter, Eighths, Whole, Half, Dotted Half, Single Eighth, Sixteenths & Dotted Quarter (Corresponding Rests) Reinforce- Dotted Eighth, Single Sixteenth, Sixteenth/Eighth Combinations, Introduce- Triplet, Dotted Eighth/Sixteenth Combinations*
- iPad: Ear Training, Music Theory & Orchestration (8.1)
- Artist Poster Presentation

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally using terminology, techniques and media in the creation of music. Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 6 - Anchor Standards 7, 8 & 9

Progress Indicators:

- Offer constructive critique in the evaluation of their own and others' work in music.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify *Instruments, Emotion, Genre/Style & Voice Type*.
- Songs, Games & Dances: Various traditions, cultures & languages.
- Group & Individual Performances: Melodic, Rhythmic, Dictation, Handbells, Glockenspiel & Percussion Ensembles
- Musical Media Presentations: Audio/Visual, DVD, Live performance

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
 - 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate musical terms and concepts.
- Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 6 - Standards: 1.2/1.3 & 9.1/9.2/9.4

Progress Indicators:

- Identify significant artists and artistic works in music representing various historical periods (specifically 1800-present), world cultures and social and political influences.
- Understand and demonstrate a knowledge of how various artists, careers and cultural resources preserve our cultural heritage and influence contemporary arts.
- Interpret the meanings expressed in works of music.

Highlights: Artist Posters/Presentation: Genres vary by class
• **Romantic Composers: Beethoven, Liszt, Berlioz, Brahms, Saint-Saëns, Tchaikovsky**

Evaluation:

- 1.) Identify significant musicians and their compositions aurally, visually, orally and playing music representing various historical periods (specifically 1800-present), world cultures and social/political influences.
- 2.) Listen, sing, play and discuss a variety of songs from many countries and cultural style interpreted by the composer, performer, song style, historical time period and culture of origin.
- 3.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 6 Theatre - Anchor Standards 1-11

Standards: 9.1/9.2/9.4

Progress Indicators:

Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

Imagine and explore solutions to staging problems and design challenges of a performance space in a drama/ theatre work.

Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

Highlights:

- “DANSE MACABRE” by Camille Saint -Saens
- “The NUTCRACKER” by Tchaikovsky
- Become familiar with some basic Theater vocabulary.
- Use artistic criteria when evaluating and constructively critiquing dance performances.

Evaluation:

Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate theater terms and concepts.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 6 Dance - Anchor Standards 1-11

Standards: 9.2/9.4

Progress Indicators:

Explore, express, interpret and critique movement characteristics from a variety of dance genres or styles.

Use artistic criteria to determine what makes an effective performance.

Highlights:

- Explore, compare & contrast, and critique the Choreography & Music used in Stravinsky's "The Rite of Spring" with other Ballets or Dance Genres.
- Become familiar with some basic Dance vocabulary.
- Use artistic criteria when evaluating and constructively critiquing dance performances.

Evaluation:

Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate musical terms and concepts.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Grade 6 Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal and/or instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Benchmark - Proficient Handbell, Glockenspiel, Rhythmic knowledge & skills

Formative - Rhythm stations, vocal exercises, oral quizzes, group/solo activities (Grade appropriate)

Summative -**History:** Romantic & Modern **Handbells:** “A Merry Heart” “Handel’s Largo” “Joyful Rhythm”
Glockenspiel: “Stereo Hearts” Holiday & Seasonal selections

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students’ current abilities

Social Emotional Learning:

Grade 6 - 1.4:

Through Google Classroom chat feature and in person instruction social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade 7 - Materials/Resources

Books:

World of Music 7

Recordings:

World of Music 7 CD
collection

iPod (Grade Appropriate)

iPad: Garage band

Video/DVD:

“We Love Ella-Jazz”

“Phantom of The Opera”
(selections)

“West Side Story”
(selections)

“Broadway’s Lost
Treasures”

“Music Magic 7” series

Grade Focused Materials:

Non-pitched Percussion Instruments:

- Tambourine, Castanets, Hand Drums, Maracas, Tom-Toms, Tubanos, Congas, Djembes, Bongos, Guiro

Pitched Percussion Instruments:

- Glockenspiel
- Handbells

Handbell Gloves & Music

Manuscript Paper/Rhythm Writing

Rhythm/Melody Cards

Music Word/Note Wall

Synthesizer/Electric Keyboard

Digital Loopers/Voice Modulating Station



Grade 7 - Anchor Standards 1, 2 & 3

Progress Indicators:

- Understand that music elements such as *Color, Line, Rhythm, Space & Form* may be combined selectively to elicit a specific aesthetic response.
- Communicate about the aesthetic qualities of music works through oral and written analysis using appropriate technical and evaluative terms.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify *Instruments, Emotion, Genre/Style & Voice Type*
- Jazz (1898- present)
- Broadway (1920-present)

Evaluation:

Demonstrate an understanding of the 5 elements of music in song, playing instruments and orally using simple musical and non-musical grade-appropriate vocabulary.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 7 - Anchor Standards 10 & 11

Progress Indicators:

- Demonstrate technical skills in music appropriate to students' developmental level.
- Create, produce or perform works of music individually and with others.

Highlights:

- Handbells: “*Trumpet Voluntary*” (review), “*Symphony #5*” & “*Largo from Xerxes*”
Bell Weaving, Mallets, Martellato, Plucking & “Four-in-Hand” techniques
- Individual Rhythm/Melody Stations: Students work individually to figure out rhythms/melodies of varying difficulty (grade appropriate). Students are rotated frequently so that they experience making music using all available instruments.
- Group Performance: Students select classmates and desired instruments for a classroom produced performance using various techniques learned in the music classroom. **Music must be written out!**

Evaluation:

Students will be evaluated on their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions in a grade appropriate manner.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 7 - Anchor Standards 4, 5, 6

Standards: 8.1.2.B.1

Progress Indicators:

- Demonstrate appropriate use of technology, tools terminology, techniques and media in the creation of music.

Highlights:

- Five Elements of Music: *Melody, Harmony, Form, Tone Color, Rhythm*
- Handbell Score Reading: Treble & Bass Clef, Mixed Meter, Accidentals,
- Notation: *Master- Quarter, Eighths, Whole, Half, Dotted Half, Single Eighth, Sixteenths & Dotted Quarter, Dotted Eighth, Single Sixteenth, Sixteenth/Eighth Combinations, (Corresponding Rests) Reinforce-Triplet, Dotted Eighth/Sixteenth Combinations.*
- iPads: Ear Training, Music Theory & Garage Band (8.1)
- Music Dictation

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally using terminology, techniques and media in the creation of music.
Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 7 - Anchor Standards 7, 8 & 9

Progress Indicators:

- Offer constructive critique in the evaluation of their own and others' work in music.

Highlights:

- Daily Music Listening Exercises: Using grade appropriate listening skills to identify *Instruments, Emotion, Genre/Style & Voice Type*.
- Songs, Games & Dances: Various traditions, cultures & languages.
- Group & Individual Performances: Melodic, Rhythmic, Dictation, Handbells, Glockenspiel & Percussion Ensembles
- Musical Media Presentations: Audio/Visual, DVD, Live performance

Evaluation:

- 1.) Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.
- 2.) Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate musical terms and concepts.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 7 - Standards: 1.2/1.3 & 9.1/9.2/9.4

Progress Indicators:

- Identify significant artists and artistic works in music representing various historical periods (specifically America c. 1895-present), world cultures and social and political influences.
- Understand and demonstrate a knowledge of how various artists, careers and cultural resources preserve our cultural heritage and influence contemporary arts.
- Interpret the meanings expressed in works of music.

Highlights:

- **Jazz:** Ellington, Fitzgerald, Marsalis, Joplin
- **Broadway:** Bernstein, Lloyd Webber, Menken, Schwartz

Evaluation:

- 1.) Identify significant musicians and their compositions aurally, visually, orally and playing music representing various historical periods (specifically America c. 1895-present), world cultures and social/political influences.
- 2.) Listen, sing, play and discuss a variety of songs from many countries and cultural style interpreted by the composer, performer, song style, historical time period and culture of origin.
- 3.) Apply previously learned knowledge of music from a variety of cultures and countries when discussing or listening to new music from a similar, different or previously studied culture.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 7 Theatre - Anchor Standards 1 - 11

Standards: 9/19/2/9/4

Progress Indicators:

Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

Imagine and explore solutions to staging problems and design challenges of a performance space in a drama/ theatre work.

Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

Highlights:

- Scenes from performances of “WEST SIDE STORY” and “PHANTOM of the OPERA”
- Learn the significance of the chandelier in “PHANTOM of the OPERA” and the fire escape in “WEST SIDE STORY”
- Become familiar with some basic Theater vocabulary.
- Use artistic criteria when evaluating and constructively critiquing dance performances.

Evaluation:

Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate theater terms and concepts.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 7 Dance - Anchor Standards 1 - II

Standards: 9.2/9.4

Progress Indicators:

Explore, express, interpret and critique movement characteristics from a variety of dance genres or styles.

Use artistic criteria to determine what makes an effective performance.

Highlights:

- Explore, compare & contrast, and critique different Choreography used in performances of **“WEST SIDE STORY”**
- Become familiar with some basic **Dance vocabulary**.
- Use artistic criteria when evaluating and constructively critiquing dance performances.

Evaluation:

Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate musical terms and concepts.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Grade 7 Accommodations for content:

Special Edu, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal and/or instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, iPad: Google Translate & music apps

Assessments:

Benchmark - Advanced Handbell, Glockenspiel, Rhythmic knowledge & skills

Formative -Rhythm stations, vocal exercises, oral quizzes, group/solo activities (Grade appropriate)

Summative - **History:** Jazz & Broadway, **Handbells:** “Fantasy Impromptu” “Sarabande” **Glockenspiel:** “Yankee Doodle” Holiday & Seasonal selections

Alternative for Special Edu, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students’ current abilities

Social Emotional Learning:

Grade 7 - 1.4:

Through Google Classroom chat feature and in person instruction, social awareness competency skills are utilized to demonstrate mutual respect while critiquing daily music examples.

Grade 8 - Materials/Resources

Books:

World of Music 8
Usborne Story of Music

Recordings:

World of Music 8 CD collection
“Star Spangled Banner”
Patriotic Music
“Boomwhackers”
“BHS Performance” CDs & DVDs

Video/DVD:

“Fantasia” & “Fantasia 2000”
“BHS Performance Videos”
“HAIRSPRAY”
“HAIRSPRAY LIVE”

Computers & Technology

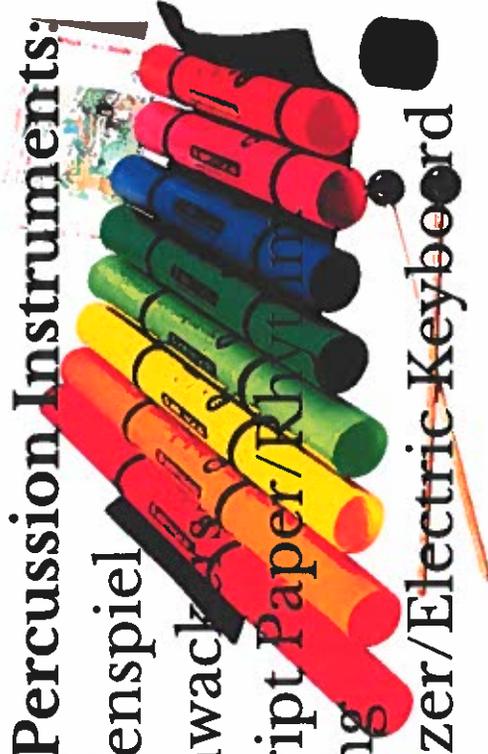
Grade Focused Materials:

Non-pitched Percussion Instruments:

- Tambourine, Castanets, Hand Drums, Maracas, Tom-Toms, Congas, Bongos, Guiro,
- Temple Blocks, Timpani, Bass Drum, Rock Drum & Cymbal Set

Pitched Percussion Instruments:

- Glockenspiel
 - Boomwacker
- Manuscript Paper/Rhythm Writing
Synthesizer/Electric Keyboard



Grade 8 - Anchor Standards 1, 2 & 3

Standard: 9.4

Progress Indicators:

Create Music by generating, conceptualizing, organizing, developing and refining artistic ideas and work individually and/or with others.

Understand that music elements such as *Color, Line, Rhythm, Space & Form* may be combined selectively when creating music to elicit a specific aesthetic response.

Communicate about the aesthetic qualities of music works through oral and written analysis using appropriate technical and evaluative terms.

Highlights:

- Boomwhackers: “*Canon in D*,” “*Lion Sleeps Tonight*,” “*Ode to Joy*,” Theme from “*Batman*” & “*Jeopardy*”
- “*Star Spangled Banner*” & *Patriotic Music* Students compare different styles of performance.
- “*Fantasia*” Students will compare how Disney animators interpreted the music of famous composers and different historical time periods.
- Use Musical Instruments to Explore harmonic progressions, ostinatos & layered rhythms.

Evaluation:

Demonstrate an understanding of the 5 elements of music in song, playing instruments and orally using simple musical and non-musical grade-appropriate vocabulary.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 8 - Anchor Standards 10 & 11

9.1.8.CR.

Progress Indicators:

Connecting to music by synthesizing and relating knowledge and personal experiences to make art.
Relate artistic ideas and works to societal, cultural and historical context to deepen understanding.
Demonstrate technical skills in music appropriate to students' developmental level.
Create, produce or perform works of music individually and with others.

Highlights:

- Introduce students to the performing arts ensembles available at Bernards High School.
- **Careers in Performing Arts**
- **GOOGLE Slides Music History Presentations** - Students will research music history from a specific time period.
- **LGBTQ** - Students will be made aware of the musical contributions of members of the LGBTQ community in an accepting and inclusive way.

Evaluation:

Students will be evaluated on their performance and participation skills by working and creating individually and with others songs, dances, games and instrumental compositions in a grade appropriate manner.
Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 8 - Anchor Standards 4, 5, 6

Standard: 8.1.8.IC. 8.2.8.ITH. 8.2.8.NT. 8.2.8.EC

Progress Indicators:

Perform, Present and Produce Music by selecting, analyzing, interpreting, developing and refining an artistic work for presentation. Convey meaning through the presentation of artistic work.

Demonstrate appropriate use of technology, tools terminology, techniques and media in the creation of music.

Highlights:

- **Five Elements of Music: *Melody, Harmony, Form, Tone Color, Rhythm***
- **Analyze the application of the elements of music in a diversity of musical works.**
- **Introduce students to the performing arts ensembles available at Bernards High School.**
- **Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.**
- **Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role.**

Evaluation:

Apply the skills and knowledge acquired in the classroom to create grade appropriate music orally and instrumentally using terminology, techniques and media in the creation of music.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 8 - Anchor Standards 7, 8 & 9

9.2.8.CAP

Progress Indicators:

Respond to Music by analyzing and interpreting meaning in artistic work.

Offer constructive critique in the evaluation of their own and others' work in music.

Highlights:

- Compare and contrast artistic content of musical works and musical artists by listening and viewing specific examples via recordings, videos or other media resources.
- **“HAIRSPRAY” Broadway Theater Unit**
- **Music & Climate Change**
- Use textbooks, reference materials, computers, the internet, appropriate websites, along with a variety of media resources to compare and contrast musical artists.

Evaluation:

Offer constructive, objective, critical, analytical evaluation of their own work or peers using grade appropriate musical terms and concepts.

Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate musical terms and concepts.

Students will be evaluated on their “HAIRSPRAY” Broadway Theater Unit Assignments and responses to Music & Climate Change

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 8 - Standards 1.2/1.3 & 9.1/9.2/9.4

9.1.8.CR.1. 9.4.8.CI.9.4.8.DC. 9.4.8.GCA. 9.4.8.IML. 9.4.8.TL

Progress Indicators:

Identify significant artists and artistic works in music representing various historical periods world cultures and social and political influences. (*Ancient* to *Modern* Music Review)

Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.
Interpret the meanings expressed in works of music.

Highlights:

- **Careers in Performing Arts**
- **GOOGLE Slides Music History Presentations** - Students will research music history from a specific time period.
- **LGBTQ** - Students will be made aware of the musical contributions of members of the LGBTQ community in an accepting and inclusive way.

Evaluation:

Identify significant musicians and their compositions aurally, visually, orally and playing music representing various historical periods world cultures and social/political influences.

Students will be evaluated on their Careers in Performing Arts Assignments and their GOOGLE Slides Music History Presentations.

Teacher will observe and be aware of each student's progress to adapt to new tasks/skills as well as retaining old skills.

Grade 8 Theatre - Anchor Standards 1-11

Standards: 9.1.8.CR.1/9.2/9.4

Progress Indicators:

Imagine and explore multiple perspectives and solutions to staging problems and design challenges of a performance space in a drama/ theatre work.

Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work while taking into consideration how cultural perspectives influence the evaluation of a drama/theatre work.

Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

Highlights:

- Compare & contrast multiple performances/versions of “HAIRSPRAY.”
- Consider, problem solve, discuss and plan a variety of options for producing a Theater stage version of “HAIRSPRAY” which can be adapted for a variety of performance venues.
- Learn and demonstrate a basic understanding of many of the Theater Standards and/or Theater vocabulary.

Evaluation:

Teacher will evaluate individual knowledge about Theater Standards and/or Theater Vocabulary through direct observation and teacher/student discussion.

Offer constructive, objective, critical, analytical evaluation of audio/visual works and visiting performers using grade appropriate theater terms and concepts.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Grade 8 Dance -Anchor Standards 1-11

Standards: 9.2/9.4

Progress Indicators:

Explore, express, interpret and critique movement characteristics from a variety of dance genres or styles.
Collaborate about how to design and use dance elements for a various stages and performance venues and different audiences.
Use artistic criteria to determine what makes an effective performance.
Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

Highlights:

- Explore, compare, contrast and critique multiple versions of Choreography in different performances of “HAIRSPRAY.”
- Consider, problem solve, discuss ways to change the choreography for a Theater stage version of “HAIRSPRAY” which includes a variety of performers with different talents/skills/ and abilities while adapting for a variety of performance venues.
- Learn and demonstrate a basic understanding of some of the Dance Standards and/or Dance vocabulary while working on this unit.

Evaluation:

Teacher will evaluate individual knowledge about Dance Standards and/or Dance Vocabulary through direct observation and teacher/student discussion.

Teacher will observe and be aware of each student’s progress to adapt to new tasks/skills as well as retaining old skills.

Accommodations and Assessments

Grade 8 Accommodations for content:

Special Ed, At-risk, 504, ELLs, Enrichment

- Enrichment- advanced vocal and/or instrumental projects and assignments
- Special Ed [LLD Students], At-risk, 504s - pitch matching, printout with words, words on board visually, simplified vocal and/or instrumental assignments
- ELL- Teacher modeled: vocal/Instrumental, Picture visuals, Google Translate & music apps

Assessments:

Benchmark - Advanced Boomwhackers, Glockenspiel, Rhythmic skills, “Star Spangled Banner”

Formative - Boomwhackers, Patriotic Songs & Music, “Star Spangled Banner”

Summative - Music History Presentation Project, Careers in Music Project,
“Hairspray” Questions

Alternative for Special Ed, At risk, 504, ELLs, Enrichment - if applicable:

- Modified written/oral/performance exams tailored to students’ current abilities

Social Emotional Learning:

Grade 8 - 1.4:

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Music Activities/Skills Matrix

Definition of Terms

I Introduced

Students are introduced to the various elements and principles of Music through media, performance, vocabulary, theory and proper use of instruments. The completion of projects/tasks through performing, creating & writing music will be based on the individual students age and ability.

D Developed Motor & Manipulative Skills

Students will continually hone motor and manipulative skills through correct usage of specific musical instruments that are appropriate to each grade level and personal ability.

T Taught

Students will continue to expand, develop and improve their knowledge and comprehension of a musical skill or technique and apply this knowledge toward new higher-level activities that strengthen individual understanding and performance abilities.

R/A Reinforced/Apply

Students will continue to apply musical skills and build upon musical concepts previously taught and successfully demonstrate the integration of these skills.

M Mastered

Students will demonstrate a self-confidence in their ability to incorporate musical skills and concepts previously taught and reinforce these skills through constructive analysis and critique.

Music Activities/Skills Matrix

Activities/Skills/Pacing Guide	K	1	2	3	4	5	6	7	8
Rhythm/Steady Beat	I	I/D	I/D	R/A	R/A	M	M	M	M
Movement/Games/Dance	I/D	I/D	I/D	T	T	T	T	T	T
Music Forms (Phrases, ABA, Rondo)		I	I/T	T	T	R/A	R/A	R/A	R/A
Meter: 2/4, 4/4, ¾ (Simple)		I	I/T	R/A	R/A	M	M	M	M
Meter: 6/8, 3/8 (Compound)- 4 wks					I/T	R/A	R/A	M	M
Solfege: (Do, Re, Mi, Fa, Sol, La, Ti)		I/D	I/T	R/A	M	M	M	M	M
Music Dictation Unit - 2 weeks		I/D	I/T	R/A	R/A	R/A	R/A	R/a	R/A
Music Composition Unit - 2 weeks				I/T	R/A	R/A	R/A	R/A	R/A
Music Performance (Per Unit/Song)	I	I	I/T	R/A	R/A	R/A	R/A	R/A	R/A
Music History (General) - weekly	X	X	X	X	X	X	X	X	X
Notes: Quarter, Eighth, Half & Whole - weekly by unit/song		I	I/T	R/A	R/A	M	M	M	M
Notes: Sixteenth, Dotted Eighth - weekly by unit/song				I/T	R/A	R/A	M	M	M
Notes: Dotted sixteenth - weekly by unit/song					I	I/T	R/A	M	M
Treble Clef (Lines & Spaces)		I	I/T	R/A	R/A	R/A	M	M	M

