Washington Township School District

Course Title:	**Elementary General Music**

Grade Level(s):	**3rd, 4th, 5th Grade**

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	
Course Description:	Elementary general music is offered to give all students the opportunity for personal, musical, intellectual, creative, physical and cultural growth through the study of music. Students will learn to create, perform, respond and connect with music through the essential elements of music, including rhythm, melody, harmony, timbre, form and dynamics. Learning experiences, including singing, playing, moving, creating, reading and listening, will introduce students to a wide variety of musical styles of music representing various time periods and cultures. Students will use their social-emotional learning skills in order to think critically, respond, evaluate and connect to music. Materials for the course will include a wide variety of music, songs, dances, games and a variety of classroom instruments.					
Grading Procedures:	**Standards Based Grading** *(Marking Period 2 & 4)* **Mus 3.1, 4.1, 5.1** – Demonstrates understanding of major concepts **Mus 3.2, 4.2, 5.2** – Participates in class discussions					
Primary Resources:	Teacher selected materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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BOE Approval: _____

Unit Title: Creating

Unit Description: Conceiving and developing new artistic ideas and work. Students will be provided the opportunity to explore and become accustomed to the creative process by synthesizing their knowledge of musical elements such as rhythm, melody, harmony, form, timbre, and dynamics. Students will utilize these the musical elements to compose simple and complex rhythmic and melodic compositions, compose music aurally and visually, create music digitally, and improvise/refine musical creations to create music to desired musical aesthetic effect (mood, image, style).

Unit Duration: Ongoing

Desired Results

Anchor Standard 1: Generating and conceptualizing ideas. **Anchor Standard 2: Organizing and developing ideas.** **Anchor Standard 3: Refining and completing products.**

Indicators:

Imagine
1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Plan, Make
1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

Evaluate, Refine
1.3A.5.Cr3a - Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Understandings: *Students will understand that…* 1. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. 2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 4. SEL Enduring Understandings: www.selarts.org	**Essential Questions:** 1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. How do musicians improve the quality of their creative work? 4. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Imagine/interpret an aesthetic effect
- Select, evaluate, and refine grade-level musical elements to produce a predetermined aesthetic effect
- Critique performances for accuracy in grade-level elements
- Present or record finished product

Other Evidence:

- Observation and evaluation of students' movement to express grade-level musical elements
- Observation and valuation of students' instrumental performance
- Evaluation of students' appropriate use of grade-level vocabulary
- Observation and evaluation of students' responses to questions regarding grade level musical elements and their effect on the aesthetic of the music
- Observation and evaluation of the students' discussion and use of the grade-level musical elements to create anesthetic effect
- Observation and evaluation of students singing/pitch matching
- Observation and evaluation of students' aural identification of grade-level musical elements
- Evaluation of students' written work
- Evaluation of students' musical recordings

Benchmarks:

- 3rd Grade Benchmark Test
- 5th Grade Benchmark Test

Learning Plan

Learning Activities:

3rd Grade:

Explore the use of **dynamics** to change the aesthetic effect of music.

- Plan a performance's dynamics using appropriate terminology (forte, piano, crescendo, decrescendo, etc.) as well as pictures and analogy to express intent.
- Interpret the intent of a piece of music's dynamic choices (i.e. How did the dynamic markings impact the mood/aesthetic effect of the piece?)
- Create dynamic markings for a piece of music and reflect on how those choices impacted the aesthetic effect of the piece.

Explore the use of **rhythmic** elements to change the aesthetic effect of music (tempo, rhythms, meter).

- Create rhythmic compositions using simple meter, appropriate bar line placement and terminology (2, 3, 4).
- Plan a performance's tempo using appropriate terminology (largo, presto, etc.).
- Plan a performance's meter using appropriate terminology (2, 3, 4).
- Plan a performance's rhythm using standard rhythmic notation and Kodaly rhythmic syllables for quarter notes, eighth notes, quarter rests, sixteenth notes, half notes and whole notes, sixteenth notes/eighth note combinations and dotted rhythms.

- Plan a performance's rhythm using proper names of standard rhythmic notation: quarter notes, eighth notes, quarter rests, sixteenth notes, half notes and whole notes.

Explore the use of **melodic** elements to change the aesthetic effect of music.

- Explore and plan a performance using major and minor tonalities to change the aesthetic effect of various songs.
- Explore and plan a performance using standard notation and solfege syllables (esp. SO', LA', TI', DO, RE, MI, FA, SO, LA, TI, DO').
- Explore and plan a performance using absolute pitch on the treble clef staff (esp. C, D, E, F, G, A, B, C).
- Explore and plan a performance using the concept of octaves and the grand staff.
- Explore and plan a performance utilizing an extended vocal range through singing.

Explore the use of **timbre/tone color** to change the aesthetic effect of music.

- Explore and plan a performance using the qualities of instruments in an Orchestra: Violin, Viola, Bass, Cello, etc.
- Explore and plan a performance using the qualities of instruments in a Band: Brass, Woodwind, Percussion.
- Explore and plan a performance using the different qualities of a Choral performance.
- Explore and plan a performance using language of ensemble groupings: Solo, Duet, Trio.

Explore using simple **accompaniments** to change the aesthetic effect of music.

- Explore and plan a performance using partner melodies: 2-part cannon, partner songs, countermelodies.
- Explore and plan a performance using more complex chordal accompaniment.
- Explore and plan a performance using chordal arpeggios on Orff instruments.
- Explore and plan a performance using more complex instrumental accompaniment: melodic ostinatos, rhythmic ostinatos, incidental accompaniment, chords, arpeggios, etc.

Explore using simple **forms** to change the aesthetic effect of music.

- Explore and plan a performance using appropriate nomenclature for the sections of a song: introduction, verse, refrain, bridge, interlude, coda.
- Explore and plan a performance using language that recognizes the use of repetition, contrast, and variation within the construction of a melody.
- Explore and plan a performance that utilizes the language and understanding of same/different vs. variation.
- Explore and plan a performance utilizing variation in a song structure.
- Explore and plan a performance using more complex nomenclature for form (AAA, AB, ABABCB, etc.).

Discuss individual reasons for the students' selection of the elements above in each piece of music, evaluate the choices and develop consensus for the final product.

Critique individual and group performances using appropriate and positive language in order to evaluate and refine a performance.

Create a final performance either through peer/community performance or recording.

4th Grade:

Explore the use of **dynamics** to change the aesthetic effect of music.

- Plan a performance's dynamics using appropriate terminology (forte, piano, crescendo, decrescendo etc.) as well as pictures and analogy to express intent.
- Interpret the intent of a piece of music's dynamic choices (i.e. How did the dynamic markings impact the mood/aesthetic effect of the piece?)
- Create dynamic markings for a piece of music and reflect on how those choices impacted the aesthetic effect of the piece.

Explore the use of **rhythmic** elements to change the aesthetic effect of music (tempo, rhythms, meter).

- Create rhythmic compositions including simple and compound meter, using appropriate bar line placement, and terminology (2, 3, 4, 6/8).
- Plan a performance's rhythm using standard rhythmic notation and Kodaly rhythmic syllables for quarter notes, eighth notes, quarter rests, sixteenth notes, sixteenth notes/eighth note combinations, dotted rhythms, half notes and whole notes *and syncopation.*
- Plan a performance's rhythm using proper names of standard rhythmic notation quarter notes, eighth notes, sixteenth notes, half notes and whole notes and their corresponding rests.

Explore the use of **melodic** elements to change the aesthetic effect of music.

- Explore and plan a performance using various key signatures (C, F, G).
- Explore and plan a performance using absolute pitch on the treble clef staff (esp. C, D, E, F, G, A, B, C).
- Explore and plan a performance using the sharps, flats, and naturals.
- Explore and plan a performance utilizing an extended vocal range through singing.

Explore the use of **timbre/tone color** to change the aesthetic effect of music.

- Explore and plan a performance using the different qualities of Orchestral instruments (Strings, Brass, Woodwind, Percussion).
- Explore and plan a performance using the different qualities of Folk instruments.
- Explore and plan a performance using language contrasting the different uses of Orchestral and Folk instruments.
- Explore and plan a performance using the different qualities of a Choral performance including SATB.
- Explore and plan a performance using language of ensemble groupings: Solo, Duet, Trio, Small Ensemble, Large Ensemble.

Explore using simple **accompaniments** to change the aesthetic effect of music.

- Explore and plan a performance using diatonic chordal accompaniment.
- Explore and plan a performance using partner melodies: 2-part cannon, partner songs, and more complex countermelodies.
- Explore and plan a performance using more complex instrumental accompaniment: melodic ostinatos, rhythmic ostinatos, incidental accompaniment, diatonic chords, arpeggios, etc.

Explore using simple **forms** to change the aesthetic effect of music.

- Explore and plan a performance using appropriate nomenclature language for variations in a song: DC, DS, al Fine, al Coda, and multiple endings.
- Explore and plan a performance using appropriate nomenclature language including variations (Introduction, Verse, Refrain, Bridge, Interlude, Coda, DC, DS, al Fine, al Coda, and multiple endings).

- Explore and plan a performance using more complex nomenclature for form (AAA, AB, ABABCB, etc.).

Discuss individual reasons for the students' selection of the elements above in each piece of music, evaluate the choices and develop consensus for the final product.

Critique individual and group performances using appropriate and positive language in order to evaluate and refine a performance.

Create a final performance either through peer/community performance or recording.

5th Grade:

Explore the use of **dynamics** to change the aesthetic effect of music.

- Plan a performance's dynamics using appropriate terminology (forte, piano, crescendo, decrescendo etc.) as well as pictures and analogy to express intent.
- Interpret the intent of a piece of music's dynamic choices (i.e. How did the dynamic markings impact the mood/aesthetic effect of the piece?).
- Create dynamic markings for a piece of music and reflect on how those choices impacted the aesthetic effect of the piece.

Explore the use of **rhythmic** elements to change the aesthetic effect of music (tempo, rhythms, meter).

- Create a rhythmic composition using meter (simple, compound) appropriate bar line placement, and varying rhythmic components (triplets, syncopation, dotted rhythms) using appropriate terminology.
- Plan a performance's rhythm using triplets.
- Plan a performance's rhythm using standard rhythmic notation and Kodaly rhythmic syllables for quarter notes, eighth notes, quarter rests, sixteenth notes, sixteenth notes/eighth note combinations, dotted rhythms, half notes and whole notes.

Explore the use of **melodic** elements to change the aesthetic effect of music.

- Explore and plan a performance using language that recognizes key signatures vs. accidentals.
- Explore and plan a performance using chromatic notes
- Explore and plan a performance using absolute pitch on the treble clef staff using key signatures and accidentals.
- Explore and plan a performance utilizing an extended vocal range through singing.

Explore the use of **timbre/tone color** to change the aesthetic effect of music.

- Explore and plan a performance using the different families on the Orchestra (Brass, Woodwind, String, Percussion).
- Explore and plan a performance using the different qualities of a Choral performance including SATB.
- Explore and plan a performance using language of ensemble groupings: Solo, Duet, Trio, Small Ensemble, Large Ensemble

Explore using simple **accompaniments** to change the aesthetic effect of music.

- Explore and plan a performance singing countermelody and independent 2-part harmonies.

- Explore and plan a performance using more complex instrumental accompaniment: melodic ostinatos, rhythmic ostinatos, incidental accompaniment, diatonic chords, arpeggios, etc.

Explore using simple **forms** to change the aesthetic effect of music.

- Explore and plan a performance using appropriate language for theme and variation.
- Explore and plan a performance using appropriate nomenclature language including variations (Introduction, Verse, Refrain, Bridge, Interlude, Coda, DC, DS, al Fine, al Coda, and multiple endings).
- Explore and plan a performance using more complex nomenclature for form (AAA, AB, ABABCB, etc.).

Discuss individual reasons for the students' selection of the elements above in each piece of music, evaluate the choices and develop consensus for the final product.

Critique individual and group performances using appropriate and positive language in order to evaluate and refine a performance.

Create a final performance either through peer/community performance or recording.

Please reference Scope and Sequence for detailed understanding

Resources:
- **WTPS K-5 General Music Database Strategies, Procedures and Assessments**
- Quaver Music
- Music, K-8

Unit Learning Goal and Scale *(Level 2.0 reflects a minimal level of proficiency)*	
Anchor Standard 1: Generating and conceptualizing ideas. **Anchor Standard 2: Organizing and developing ideas.** **Anchor Standard 3: Refining and completing products.**	
4.0	Students will be able to: • independently create desired musical aesthetic effect (mood, image, style) utilizing grade level music terminology and refine/edit to improve the final product.
3.0	Students will be able to: • work collaboratively to create desired musical aesthetic effect (mood, image, style) utilizing grade level music terminology and refine/edit to improve the final product.
2.0	Students will be able to: • create desired musical aesthetic effect (mood, image, style) utilizing grade level music terminology and refine/edit to improve the final product with teacher guidance.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	- Adjusting the pace of instruction - Monitoring student understanding and mastery of materials - Students may help struggling and/or ELL students when finished with own work - Encourage students to participate in music based on enrichment programs both in and out of school - Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities
Struggling Learners	- Additional "time on task", repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success - Rewriting instructional materials in a simplified format - Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Reading printed materials aloud to the student - Providing guided instruction - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at teacher's discretion - Modify project criteria and rubric at teacher's discretion
English Language Learners	- Utilize strategies suggested by ESL teaching professionals including repeating directions, direct eye contact when speaking, visual cues and props to enhance understanding - Rewriting instructional materialism, a simplified format - Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Reading printed materials aloud to the student - Providing guided instruction - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at teacher's discretion - Modify project criteria and rubric at the teacher's discretion
Special Needs Learners	- Provide accommodations suggested by students' documentation (IEP, 504, etc.), guidance counselor and by monitoring special education teacher including repeating directions, preferential seating, working with a "buddy", maintaining direct eye contact with student when speaking, use visual cues, modify activity and providing alternate activities - Rewriting instructional materialism, a simplified format

	- Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Engage parent or paraprofessionals in adapting materials - Reading printed materials aloud to the student - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at the teacher's discretion - Modify project criteria and rubric at teacher's discretion
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization
Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge

The Arts as a Means to Well-Being
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement
Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Performing

Unit Description: Realizing artistic ideas and work through interpretation and presentation. Students will identify and apply the concepts of rhythm, melody, harmony, form, timbre, and dynamics into various performance aesthetics. Students will be encouraged to participate actively to perform simple and complex rhythms, melodies, and accompaniments through various mediums such as: singing, kinesthetic movement, body percussion, assorted percussion, and Orff instruments, as well as technology.

Unit Duration: Ongoing

Desired Results

Anchor Standard 4: Selecting, analyzing, and interpreting work. **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** **Anchor Standard 6: Conveying meaning through art.**

Indicators:

Select, Analyze, Interpret
1.3A.5.Pr4a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b - Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

Rehearse, Evaluate, Refine
1.3A.5.Pr5a - Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b - Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Present
1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Understandings: *Students will understand that…* 1. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 2. To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. 3. Musicians judge performance based on criteria that vary across time, place and	**Essential Questions:** 1. How do performers select repertoire? 2. How do musicians improve the quality of their performance? 3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 4. SEL Essential Questions: www.selarts.org

cultures. The context and how a work is presented influence audience response.
4. SEL Enduring Understandings: www.selarts.org

Assessment Evidence

Performance Tasks:

- Select, evaluate, and refine grade-level musical elements to produce a predetermined aesthetic effect
- Read/notate music using iconography and standard notation
- Critique performances for accuracy in grade-level elements
- Present or record finished product

Other Evidence:

- Observation and evaluation of students' movement to express grade-level musical elements
- Observation and valuation of students' instrumental performance
- Evaluation of students' appropriate use of grade-level vocabulary
- Observation and evaluation of students' responses to questions regarding grade-level musical elements and their effect on the aesthetic of the music
- Observation and evaluation of the students' discussion and use of the grade-level musical elements to create anesthetic effect
- Observation and evaluation of students singing/pitch matching
- Observation and evaluation of students' aural identification of grade-level musical elements
- Evaluation of students' written work
- Evaluation of students' musical recordings

Benchmarks:

- 3rd Grade Benchmark Test
- 5th Grade Benchmark Test

Learning Plan

Learning Activities:

3rd Grade

- *Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.*
- *Perform music for a specific purpose with expression and technical accuracy.*
- *Perform appropriately for the audience and purpose.*
    - Select and relate performance material to 3rd grade curriculum/experiences [ex. Holiday music, cultural and historical music (*see social studies curriculum*), etc.].
    - Select and relate performance material to various functions in society and cultures.
    - Select and relate performance material to tell stories or convey images (ex. Major/Minor tonalities)

- *Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.*
- *Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.*
    - Analyze/interpret music for appropriate dynamics using proper grade appropriate terminology.

- Analyze/interpret music for appropriate rhythmic elements: tempo, simple meter, and notation using Kodaly rhythmic syllables and a proper notation (quarter, eighth, rest, sixteenth, eight note - sixteenth note combinations, half, whole notes and dotted rhythms.)
- Analyze/interpret music for appropriate melodic elements: absolute pitch, contour (step, hop, leap, repeat), treble clef staff (C, D, E, F, G, A, B, C), major/minor tonalities, octaves and the grand staff.
- Analyze/interpret music for appropriate form: song structure, phrase (same/different vs. variation), construction of a melody within a form (repetition, construction, variation) and terminology: AAA, ABA, ABABCB, etc.
- Analyze/interpret music for appropriate accompaniment: 2-part Cannon, partner songs, countermelodies, chordal, chordal arpeggios, melodic ostinatos, rhythmic ostinato, and incidental.
- Analyze/interpret music for appropriate timbre/tone color: percussion, string, woodwind, brass, vocal, choral, solo, duet, and trio.
- Sing/perform/move with consistency and accuracy of grade-level musical elements (see above or Scope and Sequence)

- *Perform music for a specific purpose with expression and technical accuracy.*
- *Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.*
- *Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.*
  - Perform various songs, poems, rhythmic and melodic patterns individually as well as in small and large groups.
  - Rehearse/critique performances to refine the grade-level musical elements.
  - Discuss the importance of positive language when critiquing a performance. For example, "How can we help them make it better?"
  - Evaluate and refine individual and group performances by critiquing grade-level elements (see above or Scope and Sequence).

- *When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.*
  - Read rhythms using Kodaly rhythmic syllables and standard notation (quarter, eighth, rest, sixteenth, eight note - sixteenth note combinations, half, whole notes and dotted rhythms.)
  - Read simple melodic phrases and identify solfege on the treble clef staff (DO, RE, MI, FA, SO, LA, TI, DO') and absolute pitch (C, D, E, F, G, A, B, C).
  - Read more complex two- and three-part scores.

4th Grade

- *Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.*
- *Perform music for a specific purpose with expression and technical accuracy.*
- *Perform appropriately for the audience and purpose.*
  - Select and relate performance material to 4th grade curriculum/experiences [ex. Holiday music, cultural and historical music (see social studies curriculum), etc.].
  - Select and relate performance material to various functions in society, cultures and historical periods.
  - Select and relate performance material to tell stories, celebrate cultures or convey images.

- *Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.*

- *Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.*
  - Analyze/interpret music for appropriate dynamics using proper grade appropriate terminology.
  - Analyze/interpret music for appropriate rhythmic elements: tempo, simple meter, compound meter, syncopation, and notation using Kodaly rhythmic syllables and a proper notation (quarter, eighth, rest, sixteenth, eight note - sixteenth note combinations, half, whole notes, dotted rhythms, and syncopated rhythms).
  - Analyze/interpret music for appropriate melodic elements: absolute pitch, treble clef, the grand staff, sharps/flats/naturals, and key signatures (C, G, F).
  - Analyze/interpret music for appropriate form: utilizing song structure terminology (AB, ABA, ABABCB, etc.) and proper terms exploring varieties of forms such as, DC, DS, al Fine, al Coda, and multiple endings.
  - Analyze/interpret music for appropriate accompaniment: diatonic chord progression, complex choral and instrumental accompaniment, 2-part canon, partner songs, countermelodies, chordal, chordal arpeggios, melodic ostinatos, rhythmic ostinato, and incidental.
  - Analyze/interpret music for appropriate timbre/tone color: SATB, Orchestral Instruments (percussion, string, woodwind, brass), Folk instruments (acoustic), vocal, choral, solo, duet, and trio.
  - Sing/perform/move with consistency and accuracy of grade-level musical elements (see above or Scope and Sequence).

- *Perform music for a specific purpose with expression and technical accuracy.*
- *Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.*
- *Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.*
  - Perform various songs, poems, rhythmic and melodic patterns individually as well as in small and large groups.
  - Rehearse/critique performances to refine the grade-level musical elements.
  - Discuss the importance of positive language when critiquing a performance. For example, "How can we help them make it better?"
  - Evaluate and refine individual and group performances by critiquing grade-level elements (see above or Scope and Sequence).

- *When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.*
  - Read rhythms using Kodaly rhythmic syllables and standard notation (quarter, eighth, rest, sixteenth, eight note - sixteenth note combinations, half, whole notes, dotted rhythms, and syncopated rhythms).
  - Read melodic phrases and absolute pitch on treble clef and the grand staff.
  - Identify sharps/flats/naturals, and key signatures (C, G, F).
  - Read SATB scores.

5th Grade

- *Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.*
- *Perform music for a specific purpose with expression and technical accuracy.*
- *Perform appropriately for the audience and purpose.*
  - Select and relate performance material to 5th grade curriculum/experiences [ex. Holiday music, cultural and historical music (see social studies curriculum), etc.].
  - Select and relate performance material to various functions in society, cultures and historical periods.
  - Select and relate performance material to tell stories, celebrate cultures or convey images.

- *Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.*
- *Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.*
    – Analyze/interpret music for appropriate dynamics using proper grade appropriate terminology.
    – Analyze/interpret music for appropriate rhythmic elements: tempo, simple meter, compound meter, syncopation, and notation using Kodaly rhythmic syllables and a proper notation (quarter, eighth, rest, sixteenth, eight note - sixteenth note combinations, half, whole notes, dotted rhythms, triplets, syncopated rhythms and all corresponding rests).
    – Analyze/interpret music for appropriate melodic elements: chromatic notes, key signatures, accidentals, absolute pitch, and the grand staff.
    – Analyze/interpret music for appropriate form: theme and variation, utilizing song structure terminology (AB, ABA, ABABCB, etc.) and proper terms exploring varieties of forms such as, DC, DS, al Fine, al Coda, and multiple endings.
    – Analyze/interpret music for appropriate accompaniment: independent 2-part harmonies, countermelodies, partner songs, diatonic chord progression, complex choral and instrumental accompaniment, chordal, chordal arpeggios, melodic ostinatos, rhythmic ostinato, and incidental.
    – Analyze/interpret music for appropriate timbre/ tone color: SATB, Orchestral instruments (percussion, string, woodwind, brass), Folk instruments (acoustic), vocal, choral, solo, duet, and trio.
    – Sing/perform/move with consistency and accuracy of grade-level musical elements (see above or Scope and Sequence).

- *Perform music for a specific purpose with expression and technical accuracy.*
- *Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.*
- *Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.*
    – Perform various songs, poems, rhythmic and melodic patterns individually as well as in small and large groups.
    – Rehearse/critique performances to refine the grade-level musical elements.
    – Discuss the importance of positive language when critiquing a performance. For example, "How can we help them make it better?"
    – Evaluate and refine individual and group performances by critiquing grade-level elements (see above or Scope and Sequence).

- *When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.*

    – Read rhythms using Kodaly rhythmic syllables and standard notation (quarter, eighth, rest, sixteenth, eight note - sixteenth note combinations, half, whole notes, dotted rhythms, triplets, syncopated rhythms and all corresponding rests).
    – Read melodic phrases and absolute pitch on treble clef and the grand staff.
    – Identify chromatic notes, key signatures, and accidentals.
    – Read SATB scores.

Please reference Scope and Sequence for detailed understanding

Resources:
- **[WTPS K-5 General Music Database Strategies, Procedures and Assessments](#)**
- [Quaver Music](#)
- [Music, K-8](#)

	Unit Learning Goal and Scale
	(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

4.0	Students will be able to: • independently create, perform, and improvise using rhythm, melody, harmony, form, timbre, and dynamics.
3.0	Students will be able to: • work collaboratively with peers to create and perform using rhythm, melody, harmony, form, timbre, and dynamics.
2.0	Students will be able to: • perform rhythm, melody, harmony, form, timbre, and dynamics with teacher guidance.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	• Adjusting the pace of instruction • Monitoring student understanding and mastery of materials • Students may help struggling and/or ELL students when finished with own work • Encourage students to participate in music based on enrichment programs both in and out of school • Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities
Struggling Learners	• Additional "time on task", repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success • Rewriting instructional materials in a simplified format • Providing summaries, graphic organizers, or outlines of instructional materials • Developing study guides to provide support before, during, and after reading • Direct experiences

	- Reading printed materials aloud to the student - Providing guided instruction - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at teacher's discretion - Modify project criteria and rubric at teacher's discretion
English Language Learners	- Utilize strategies suggested by ESL teaching professionals including repeating directions, direct eye contact when speaking, visual cues and props to enhance understanding - Rewriting instructional materialism, a simplified format - Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Reading printed materials aloud to the student - Providing guided instruction - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at teacher's discretion - Modify project criteria and rubric at the teacher's discretion
Special Needs Learners	- Provide accommodations suggested by students' documentation (IEP, 504, etc.), guidance counselor and by monitoring special education teacher including repeating directions, preferential seating, working with a "buddy", maintaining direct eye contact with student when speaking, use visual cues, modify activity and providing alternate activities - Rewriting instructional materialism, a simplified format - Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Engage parent or paraprofessionals in adapting materials - Reading printed materials aloud to the student - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at the teacher's discretion - Modify project criteria and rubric at teacher's discretion
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections
Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills
The Arts as Communication Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others. **The Arts as Creative Personal Realization** Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult. **The Arts as Culture, History, and Connectors** Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge **The Arts as a Means to Well-Being** Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts. **The Arts as Community Engagement** Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Responding

Unit Description: Understanding and evaluating how the arts convey meaning. Students will respond to musical performances and selections utilizing their knowledge of the musical elements. Students will examine their own performances as well as explore various pieces of music to analyze the effectiveness of the musical elements within the piece. They will support their decisions and evaluations with evidence and reasoning regarding their appropriateness to the desired aesthetic result, such as mood, image function, or story, within various pieces of music.

Unit Duration: Ongoing

Desired Results

Anchor Standard 7: Perceiving and analyzing products. **Anchor Standard 8: Applying criteria to evaluate products.** **Anchor Standard 9: Interpreting intent and meaning.**

Indicators: **Select** **1.3A.5.Re7a** - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. **1.3A.5.Re7b** - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). **Analyze, Evaluate** **1.3A.5.Re8a** - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. **1.3A.5.Re9a** - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Understandings:	**Essential Questions:**
Students will understand that… 1. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. 2. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 4. SEL Enduring Understandings: www.selarts.org	1. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 2. How do we judge the quality of musical work(s) and performance(s)? 3. How do we discern the musical creators' and performers' expressive intent? 4. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Support individual selection of grade-level musical elements for a predetermined aesthetic effect with the reason/evidence
- Analyze and evaluate other student's/performer's selection of grade level musical elements for a predetermined aesthetic effect with reason/evidence

Other Evidence:

- Observation and evaluation of students' movement to express grade-level musical elements
- Observation and valuation of students' instrumental performance
- Evaluation of students' appropriate use of grade-level vocabulary
- Observation and evaluation of students' responses to questions regarding grade-level musical elements and their effect on the aesthetic of the music
- Observation and evaluation of the students' discussion and use of the grade-level musical elements to create anesthetic effect
- Observation and evaluation of students singing/pitch matching
- Observation and evaluation of students' aural identification of grade-level musical elements
- Evaluation of students' written work
- Evaluation of students' musical recordings

Benchmarks:

- 3rd Grade Benchmark Test
- 5th Grade Benchmark Test

Learning Plan

Learning Activities:

3rd Grade

- *Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.*
- *Describe how specific music concepts are used to support a specific purpose in music.*
- *Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.*
  - Discuss individual reasons for the students' selection of grade-level elements in each piece of music, evaluate the choices and develop consensus for a final product.
  - Identify/analyze the grade-level elements of a piece of music (Does this dynamic marking match the mood of the music?).
  - Evaluate grade-level musical elements for how they helped contribute to the mood, function, image or story of a piece (ex. How were the musical elements used to convey a scary sound in the song "Ghost of John?").
  - Evaluate grade-level musical elements for appropriateness to a given purpose (ex. Why do composers use incidental accompaniment?).
  - Evaluate the universal nature of grade-level musical elements as well as common functions of music throughout cultures and historical periods.

- *Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.*

- Evaluate and refine individual and group performances by critiquing grade-level elements (see above, or Scope and Sequence).
- Evaluate established compositions by critiquing grade-level elements (see above, or Scope and Sequence).

- *Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.*

  - Select, analyze, interpret grade-level musical elements for an aesthetic effect/style or function (ex. mood, image, story).
  - Support selection of elements with reasons/evidence.

4th Grade

- *Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.*
- *Describe how specific music concepts are used to support a specific purpose in music.*
- *Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.*
  - Discuss individual reasons for the students' selection of grade-level elements in each piece of music, evaluate the choices and develop consensus for a final product.
  - Identify/analyze the grade-level elements of a piece of music (What tonality is best for conveying a happy aesthetic?).
  - Evaluate grade-level musical elements for how they helped contribute to the mood, function, image or story of a piece (ex. What makes a song feel "creepy?" What makes a song feel fun and "dancey"?).
  - Evaluate grade-level musical elements for appropriateness to a given purpose (ex. What instrument would work best in a Dixieland piece of music? Why?).
  - Evaluate the universal nature of grade-level musical elements as well as common functions of music throughout cultures and historical periods.

- *Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.*
  - Evaluate and refine individual and group performances by critiquing grade-level elements (see above, or Scope and Sequence).
  - Evaluate established compositions by critiquing grade-level elements (see above, or Scope and Sequence).

- *Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.*
  - Select, analyze, interpret grade-level musical elements for an aesthetic effect/style or function (ex. mood, image, story).
  - Support selection of elements with reasons/evidence.

5th Grade

- *Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.*
- *Describe how specific music concepts are used to support a specific purpose in music.*
- *Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.*
  - Discuss individual reasons for the students' selection of grade-level elements in each piece of music, evaluate the choices and develop consensus for a final product.

- Identify/analyze the grade-level elements of a piece of music (What key signature is used in this piece of music?).
- Evaluate grade-level musical elements for how they helped contribute to the mood, function, image or story of a piece (ex. How can we utilize dynamics, melody, rhythm, and timbre to compose a piece of music with a spooky aesthetic?).
- Evaluate grade-level musical elements for appropriateness to a given purpose (ex. How did music evolve from acoustic instrumentation to digital?).
- Evaluate the universal nature of grade-level musical elements as well as common functions of music throughout cultures and historical periods.

- *Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.*
  - Evaluate and refine individual and group performances by critiquing grade-level elements (see above, or Scope and Sequence).
  - Evaluate established compositions by critiquing grade-level elements (see above, or Scope and Sequence).

- *Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.*
  - Select, analyze, interpret grade-level musical elements for an aesthetic effect/style or function (ex. mood, image, story)
  - Support selection of elements with reasons/evidence.

Please reference Scope and Sequence for detailed understanding

Resources:
- **WTPS K-5 General Music Database Strategies, Procedures and Assessments**
- Quaver Music
- Music, K-8

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Applying criteria to evaluate products.

Anchor Standard 9: Interpreting intent and meaning.

4.0	Students will be able to: • independently analyze grade-level musical elements in a piece of music and evaluate how successful they were for its aesthetic purpose.
3.0	Students will be able to: • collaboratively with peers, analyze grade-level musical elements in a piece of music and evaluate how successful they were for its aesthetic purpose.
2.0	Students will be able to: • analyze grade-level musical elements in a piece of music and evaluate how successful they were for its aesthetic purpose with teacher guidance.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	- Adjusting the pace of instruction - Monitoring student understanding and mastery of materials - Students may help struggling and/or ELL students when finished with own work - Encourage students to participate in music based on enrichment programs both in and out of school - Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities
Struggling Learners	- Additional "time on task", repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success - Rewriting instructional materials in a simplified format - Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Reading printed materials aloud to the student - Providing guided instruction - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at teacher's discretion - Modify project criteria and rubric at teacher's discretion
English Language Learners	- Utilize strategies suggested by ESL teaching professionals including repeating directions, direct eye contact when speaking, visual cues and props to enhance understanding - Rewriting instructional materialism, a simplified format - Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Reading printed materials aloud to the student - Providing guided instruction - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at teacher's discretion - Modify project criteria and rubric at the teacher's discretion
Special Needs Learners	- Provide accommodations suggested by students' documentation (IEP, 504, etc.), guidance counselor and by monitoring special education teacher including repeating directions, preferential seating, working with a "buddy", maintaining direct eye contact with student when speaking, use visual cues, modify activity and providing alternate activities - Rewriting instructional materialism, a simplified format

	- Providing summaries, graphic organizers, or outlines of instructional materials - Developing study guides to provide support before, during, and after reading - Direct experiences - Engage parent or paraprofessionals in adapting materials - Reading printed materials aloud to the student - Adjusting the pace of instruction - Monitoring student understanding and mastery of the materials - Reteaching if necessary - Direct assistance from peers - Modify tests and quizzes at the teacher's discretion - Modify project criteria and rubric at teacher's discretion
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization
Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge

The Arts as a Means to Well-Being
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement
Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Connecting
Unit Description: Relating artistic ideas and work with personal meaning and external context. In this unit, students connect music to the world around them by understanding their function in society, culture, and historical context. They will experience, perform, and create music that reflects their personal interests, culture, society, and history; and will demonstrate how the musical elements contribute to the success of these functions.
Unit Duration: Ongoing

Desired Results

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Indicators:

Interconnect
1.3A.5.Cn10a -Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a
1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

Understandings: *Students will understand that…* 1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 2. SEL Enduring Understandings: www.selarts.org	**Essential Questions:** 1. How do musicians make meaningful connections to creating, performing, and responding? 2. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 3. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Connect the grade-level musical elements to the music's mood/function/style/story • Connect the grade-level musical elements to the corresponding elements in other art forms • Connect music to its function in society/culture/history	• Observation and evaluation of students' movement to express grade-level musical elements • Observation and valuation of students' instrumental performance • Evaluation of students' appropriate use of grade level vocabulary • Observation and evaluation of students' responses to questions regarding grade level musical elements and their effect on the aesthetic of the music

	• Observation and evaluation of the students' discussion and use of the grade-level musical elements to create anesthetic effect • Observation and evaluation of students singing/pitch matching • Observation and evaluation of students' aural identification of grade-level musical elements • Evaluation of students' written work • Evaluation of students' musical recordings

Benchmarks:

- 3rd Grade Benchmark Test
- 5th Grade Benchmark Test

Learning Plan

Learning Activities:

3rd Grade

- *Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*
  – Discuss reasoning and/or evidence for the students' selection of grade-level elements in each piece of music.
  – Discuss and evaluate the addition of newly learned elements to the aesthetic effect of the music.
  – Discuss and evaluate the importance of practice in the development of skills and how this skill development increases choice.

- *Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*
  – Discuss and connect performance material to the 3rd grade curriculum/ experiences (ex. Sight/ trick word songs, holiday songs, birthday songs, welcome songs, goodbye songs, classroom management songs etc. [ex. Holiday music, cultural and historical music (see social studies curriculum), etc.].
  – Discuss and connect performance material to various functions in societies and cultures
  – Discuss/connect the relationship of grade-level musical elements to dance/movement and its function (ex. comparing dances from different cultures).
  – Discuss/connect the relationship of grade-level musical elements to visual art elements (ex. rhythm to pattern, melody to line, timbre to color, accompaniment to texture, dynamics to value, form and evaluate the universal nature of these elements).

4th Grade

- *Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*
  – Discuss reasoning and/ or evidence for the students' selection of grade-level elements in each piece of music.
  – Discuss and evaluate the addition of newly learned elements to the aesthetic effect of the music.
  – Discuss and evaluate the importance of practice in the development of skills and how this skill development increases choice.

- *Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*
    - Discuss and connect performance material to the 4th grade curriculum/experiences (ex. sight/trick word songs, holiday songs, birthday songs, welcome songs, goodbye songs, classroom management songs etc.).
    - Discuss and connect performance material to various functions in societies and cultures.
    - Discuss/connect the relationship of grade-level musical elements to dance/movement and its function (ex. comparing dances from different cultures).
    - Discuss/connect the relationship of grade-level musical elements to visual art elements (ex. rhythm to pattern, melody to line, timbre to color, accompaniment to texture, dynamics to value, form and evaluate the universal nature of these elements).

5th Grade

- *Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*
    - Discuss reasoning and/or evidence for the students' selection of grade-level elements in each piece of music.
    - Discuss and evaluate the addition of newly learned elements to the aesthetic effect of the music.
    - Discuss and evaluate the importance of practice in the development of skills and how this skill development increases choice.

- *Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*
    - Discuss and connect performance material to the 5th grade curriculum/experiences (ex. sight/ trick word songs, holiday songs, birthday songs, welcome songs, goodbye songs, classroom management songs etc.).
    - Discuss and connect performance material to various functions in societies, cultures and historical periods.
    - Discuss/connect the relationship of grade-level musical elements to dance/movement and its function (ex. comparing dances from different cultures).
    - Discuss/connect the relationship of grade-level musical elements to visual art elements. (ex. rhythm to pattern, melody to line, timbre to color, accompaniment to texture, dynamics to value, form and evaluate the universal nature of these elements).

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Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

4.0	Students will be able to: • independently discuss how a piece of music relates to. and is a product of, its time and place.
3.0	Students will be able to: • collaboratively with peers discuss how a piece of music relates to and is a product of, its time and place.
2.0	Students will be able to: • discuss how a piece of music relates to. and is a product of, its time and place. with teacher guidance.
1.0	With help, partial success at level 2.0 content and level 3.0 content
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Unit Modifications for Special Population Students

Advanced Learners	• Adjusting the pace of instruction • Monitoring student understanding and mastery of materials • Students may help struggling and/or ELL students when finished with own work • Encourage students to participate in music based on enrichment programs both in and out of school • Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities
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Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

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Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge

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