



E<sup>4</sup>

Excellence through Equity, Engagement, and Environment



# Washington Township School District

<b>Course Title:</b>	Elementary General Music				
<b>Grade Level(s):</b>	Kindergarten - 2 <sup>nd</sup> Grade				
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>
<b>Course Description:</b>	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.				
<b>Grading Procedures:</b>	<b>Standards Based Grading</b> ( <i>Marking Period 2 &amp; 4</i> ) <b>MUS K.1, 1.1, 2.1: Demonstrates understanding of major concepts</b> <b>MUS K.2, 1.2, 2.2: Participates in class discussions</b>				
<b>Primary Resources:</b>	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 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	David Cona
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<b>Under the Direction of:</b>	Casey Corigliano
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**Written:** August 2021

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

<b>Unit Title:</b> Creating	
<p><b>Unit Description:</b> Conceiving and developing new artistic ideas and work.</p> <p>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).</p>	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<p><b>Anchor Standard 1: Generating and conceptualizing ideas.</b></p> <p><b>Anchor Standard 2: Organizing and developing ideas.</b></p> <p><b>Anchor Standard 3: Refining and completing products.</b></p>	
<p><b>Indicators:</b></p> <p><u>Imagine</u>  <b>1.3A.2.Cr1a</b> - Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><u>Plan, Make</u>  <b>1.3A.2.Cr2a</b> - Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.  <b>1.3A.2.Cr2b</b> - Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p><u>Evaluate, Refine</u>  <b>1.3A.2.Cr3a</b> - Interpret and apply personal, peer and teacher feedback to revise personal music.  <b>1.3A.2.Cr3b</b> - Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers and an informal audience.</p>	
<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</li> <li>2. Musicians' creative choices are influenced by their expertise, context and expressive intent.</li> <li>3. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li> <li>4. SEL Enduring Understandings: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How do musicians make creative decisions?</li> <li>3. How do musicians improve the quality of their creative work?</li> <li>4. SEL Essential Questions: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Imagine/interpret an aesthetic effect</li> <li>• Select, evaluate, and refine grade-level musical elements to produce a predetermined aesthetic effect</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Observation and evaluation of students' movement to express grade-level musical elements</li> <li>• Observation and valuation of students' instrumental performance</li> </ul>

- Critique performances for accuracy in grade-level elements
- Present or record finished product

- 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:**

- 1<sup>st</sup> Grade SGO of audiation
- 3<sup>rd</sup> Grade Benchmark Test
- 5<sup>th</sup> Grade Benchmark Test

**Learning Plan**

**Learning Activities:**

**Kindergarten:**

Explore the use of tempo to change the aesthetic effect of various songs.  
 Explore the use of dynamics to change the aesthetic effect of various songs.  
 Explore the use of tempo to change the aesthetic effect of various songs.  
 Explore the use of singing/talking to change the aesthetic effect of various songs.  
 Explore the use of high/low pitch to change the aesthetic effect of various songs.  
 Explore the use of percussion instruments to change the aesthetic effect of various songs.  
 Explore using simple four beat patterns to create aesthetic effects when accompanying music.  
 Explore using simple four beat patterns as simple ostinato to create aesthetic effects when accompanying music.

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.

Plan a performance's tempo and dynamics using pictures and analogy to express intent (ex. fast as a cheetah, quiet as a mouse).

Plan a performance's tone color using onomatopoeia to express intent (ex. boom, crash).

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.

**1<sup>st</sup> Grade:**

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

- Plan a performance's dynamics using pictures and analogy to express intent (ex. quiet as a mouse).

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

- Plan a performance's tempo using pictures and analogy to express intent (ex. fast as a cheetah).
- Plan a performance's meter using pictures and analogy to express intent (ex. "Marching", "skating" "dancing").
- Plan a performance's rhythm using standard rhythmic notation and Kodaly rhythmic syllables for quarter notes, eighth notes and quarter rests.

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

- Explore and plan a performance using the use of singing/talking to change the aesthetic effect of music (including unison and call and response).
- Explore and plan a performance using melodic contour (up, down, across) to change the aesthetic effect of various songs.
- Explore and plan a performance using phrases in relation to breath.
- Explore and plan a performance using standard notation and solfege syllables (esp. DO, MI, SO, LA, DO').

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

- Explore and plan a performance using the different qualities of percussion: pitched/non-pitched, soft/hard, scraping, shaking, hitting, etc.
- Explore and plan a performance using language that recognizes the three basic groupings of instruments: percussion, string, wind.
- Explore and plan a performance using the four qualities of voice (whisper, talk, sing, call) to change the aesthetic effect of various music.

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

- Explore and plan a performance using speech/rhythmic and instrumental ostinato.
- Explore and plan a performance using incidental percussion.

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, coda.
- Explore and plan a performance using language that recognizes phrases as same/different or long/short.

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.

## **2<sup>nd</sup> 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 (ex. quiet as a mouse).

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

- Plan a performance's tempo using appropriate terminology (largo, presto) as well as pictures and analogy to express intent (ex. fast as a cheetah).
- Plan a performance's meter using appropriate terminology (2, 3, 4) as well as pictures and analogy to express intent (ex. "Marching", "skating" "dancing").

- 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.

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

- Explore and plan a performance using the use of singing/talking to change the aesthetic effect of music (including unison and call and response).
- Explore and plan a performance using melodic contour (steps, hops, leaps and repeats) to change the aesthetic effect of various songs.
- Explore and plan a performance using phrases in relation to breath.
- Explore and plan a performance using standard notation and solfege syllables (esp. DO, RE, MI, FA, SO, LA, TI, DO').
- Explore and plan a performance using the concept of tonic/resting tone (DO).

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

- Explore and plan a performance using the qualities of string instruments: strum, pluck, bow, tap.
- Explore and plan a performance using the different qualities of percussion: pitched/non-pitched, soft/hard, scraping, shaking, hitting, etc.
- Explore and plan a performance using language that recognizes the three basic groupings of instruments: percussion, string, wind.
- Explore and plan a performance using the four qualities of voice (whisper, talk, sing, call) to change the aesthetic effect of various music.
- Explore and plan a performance using language of small ensembles (solo, duet).

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

- Explore and plan a performance using speech/rhythmic and instrumental ostinato.
- Explore and plan a performance using incidental percussion.
- Explore and plan a performance using simple chordal accompaniment
- Explore and plan a performance using simple scores.

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, coda.
- Explore and plan a performance using language that recognizes phrases as same/different or long/short.
- Explore and plan a performance using nomenclature for form (AAA, AB, 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.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>independently create a desired aesthetic affect (mood, image or style). utilizing grade-level musical terminology and refine /edit to improve the final product.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>collaboratively with peers to create a desired aesthetic affect (mood, image or style). utilizing grade-level musical terminology and refine /edit to improve the final product.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>create a desired aesthetic affect (mood, image or style) utilizing grade-level musical terminology and refine /edit to improve the final product with teacher guidance.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content.
<b>0.0</b>	Even with help, no success.

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Adjusting the pace of instruction</li> <li>Monitoring student understanding and mastery of materials</li> <li>Students may help struggling and/or ELL students when finished with their own work</li> <li>Encourage students to participate in music based on enrichment programs both in and out of school</li> <li>Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Additional “time on task”, repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success</li> <li>Rewriting instructional materials in a simplified format</li> <li>Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>Developing study guides to provide support before, during, and after reading</li> <li>Direct experiences</li> <li>Reading printed materials aloud to the student</li> <li>Providing guided instruction</li> <li>Adjusting the pace of instruction</li> <li>Monitoring student understanding and mastery of the materials</li> <li>Reteaching if necessary</li> <li>Direct assistance from peers</li> <li>Modify tests and quizzes at teacher’s discretion</li> <li>Modify project criteria and rubric at teacher’s discretion</li> </ul>

<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Utilize strategies suggested by ESL teaching professionals including repeating directions, direct eye contact when speaking, visual cues and props to enhance understanding</li> <li>• Rewriting instructional materialism, a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Reading printed materials aloud to the student</li> <li>• Providing guided instruction</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at teacher’s discretion</li> <li>• Modify project criteria and rubric at teacher’s discretion</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Rewriting instructional materialism, a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Engage parent or paraprofessionals in adapting materials</li> <li>• Reading printed materials aloud to the student</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at the teacher's discretion</li> <li>• Modify project criteria and rubric at the teacher’s discretion</li> </ul>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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 21<sup>st</sup> 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.



<b>Unit Title:</b> Performing	
<b>Unit Description:</b> 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.	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b>	
<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b>	
<b>Anchor Standard 6: Conveying meaning through art.</b>	
<b>Indicators:</b>	
<b><u>Select, Analyze, Interpret</u></b>	
<b>1.3A.2.Pr4a</b> - Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	
<b><u>Rehearse, Evaluate, Refine</u></b>	
<b>1.3A.2.Pr5a</b> - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.	
<b>1.3A.2.Pr5b</b> - Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	
<b>1.3A.2.Pr5c</b> - Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.	
<b>1.3A.2.Pr5d</b> - When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	
<b>1.3A.2.Pr5e</b> - Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.	
<b><u>Present</u></b>	
<b>1.3A.2.Pr6a</b> - Perform music for a specific purpose with expression and technical accuracy.	
<b>1.3A.2.Pr6b</b> - Perform appropriately for the audience and purpose.	
<b>Understandings:</b> <i>Students will understand that...</i> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</li> </ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How do performers select repertoire?</li> <li>2. How do musicians improve the quality of their performance?</li> <li>3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>4. SEL Essential Questions: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>

4. SEL Enduring Understandings:  
[www.selarts.org](http://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:

- 1<sup>st</sup> Grade SGO of audiation
- 3<sup>rd</sup> Grade Benchmark Test
- 5<sup>th</sup> Grade Benchmark Test

### Learning Plan

#### Learning Activities:

#### Kindergarten

- *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, discuss and relate performance material to kindergarten curriculum/experiences (ex. Sight/trick word songs, holiday songs, welcome songs, goodbye songs, classroom management songs etc.).
  - Select, analyze, interpret musical selections for appropriate mood for its purpose (ex. Does this music match or contribute to our "event"?).
  - Discuss and rehearse appropriate behavior for performance.
  - Evaluate the audience's role in the success of a performance (i.e., behaviors that create distraction).
  - Discuss and use appropriate methods of showing appreciation for a performance.

- *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.*
  - Select, analyze, interpret tempo and dynamics using pictures and analogy (ex. fast as a cheetah, quiet as a mouse) and how they inform aesthetic response (ex. calm, exciting, wild).
  - Use onomatopoeia when selecting, analyzing, interpreting how the selection of instruments informs aesthetic response. For example, percussion instruments boom, rattle, crash, etc., String instruments pluck, strum, buzz, etc., Wind instruments whistle, honk, toot, etc.
  - Select, analyze, interpret how pitch (high/low) informs aesthetic response.
  - Select, analyze, interpret how simple patterns inform aesthetic response.
  - Interpret music and select appropriate grade-level elements that will enhance the expressive intent of the song (Should this song be calm or exciting? How can we do that?). Support selection of elements with reasons/evidence.
  - Aurally identify grade-level elements separately to rehearse and develop technical accuracy. For example, “Is this high or low?” “Does this sound fast or slow?” “Is this instrument percussion, string or wind?” “Which pattern is this?” etc.
  - Aurally identify grade-level elements in a piece of music and evaluate their efficacy in creating an aesthetic effect.
- *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, kinesthetic movement, simple rhythmic and melodic patterns individually as well as in small and large groups.
  - Rehearse/critique performances to refine the 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). For example, “Was the performance a walking tempo?” “Was it quiet, like a bird?” “Was the pattern played correctly?” “Was the instrument played correctly?” etc.
- *When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.*
  - Read simple rhythms using language patterns (ex. Chicka Chicka Boom Boom), and picture representations (See WTPS lesson database link).
  - Read simple melodic phrases using words or lines showing melodic contour on a staff.

## **1<sup>st</sup> 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, discuss and relate performance material to 1st grade curriculum/experiences (ex. sight/trick word songs, holiday songs, welcome songs, goodbye songs, classroom management songs etc.).
  - Select, analyze, interpret musical selections for appropriate mood for its purpose/function (ex. Does this music sound like a march? “Why or why not?”).
  - Discuss and rehearse appropriate behavior for performance.
  - Evaluate the audience’s role in the success of a performance (i.e., behaviors that create distraction).

- Discuss and use appropriate methods of showing appreciation for a performance.
- *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.*
  - Select, analyze, interpret dynamics using pictures and analogy (ex. quiet as a mouse) and how they inform aesthetic response (ex. calm, exciting, wild).
  - Select, analyze, interpret how rhythmic elements such as pattern, tempo (using pictures/ analogy) and meter (using pictures and analogy, ex. “Does it march, skate or dance?”) inform aesthetic response.
  - Select, analyze, interpret how melodic elements such as pitch (high/low) contour (up, down, across) and phrases inform aesthetic response.
  - Select, analyze, interpret how the structure of a song (phrases/introduction, verse, refrain, coda) informs aesthetic response.
  - Select, analyze, interpret how ostinato and incidental accompaniment informs aesthetic response.
  - Select, analyze, interpret how tone colors inform aesthetic response. (Use onomatopoeia and descriptive language. For example, “What family of instruments would best suit this music?” “Should we use hard sounds or soft sounds?”).
  - Interpret music and select appropriate grade-level elements that will enhance the expressive intent of the song (How can we make this more like a lullaby?). Support selection of elements with reasons/evidence.
  - Aurally identify grade-level elements separately to rehearse and develop technical accuracy. For example, “What is the shape of this melody?” “Can you identify this rhythm pattern?” “What is this instrument and its family?”
  - Aurally identify grade-level elements in a piece of music and evaluate their efficacy in creating an aesthetic effect.
- 
- *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, kinesthetic movement, simple rhythmic and melodic patterns individually as well as in small and large groups.
  - Rehearse/critique performances to refine the 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). For example, “Was the performance the correct tempo?” “Was the ostinato consistent?” “Did they sing the correct pitch?” etc.
- *When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.*
  - Read simple rhythms using Kodaly rhythmic syllables and standard notation (eighth note, quarter note and rest).
  - Read simple melodic phrases and identify solfege on the staff (DO, MI, SO, LA, DO’).

## **2<sup>nd</sup> 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, discuss and relate performance material to 2nd grade curriculum/experiences (ex. sight/trick word songs, holiday songs, welcome songs, goodbye songs, classroom management songs etc.).
- Select, analyze, interpret musical selections for appropriate mood for its purpose/function (ex. Does this music sound like an elephant? “Why or why not?”).
- Discuss and rehearse appropriate behavior for performance.
- Evaluate the audience’s role in the success of a performance (i.e., behaviors that create distraction).
- Discuss and use appropriate methods of showing appreciation for a performance.
- *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.*
  - Select, analyze, interpret dynamics using terminology (forte, piano, crescendo, decrescendo) as well as pictures/analogy and how they inform aesthetic response.
  - Select, analyze, interpret how rhythmic elements such as pattern, tempo (using terminology/pictures and analogy) and meter (using numbers/pictures and analogy) inform aesthetic response.
  - Select, analyze, interpret how melodic elements such as motion (step, hop, leap, repeat) and tonality/resting tone (DO) inform aesthetic response.
  - Select, analyze, interpret how the form of the music (phrases/introduction, verse, refrain, coda, labeling: AAA, AB) informs aesthetic response.
  - Select, analyze, interpret how harmony (simple chordal) and accompaniment (incidental/ostinato) inform aesthetic response.
  - Select, analyze, interpret how timbre/tone colors informs aesthetic response. (Use onomatopoeia and descriptive language. For example, “What family of instruments would you pick for “The flight of the bumblebee?” “Should we pluck, strum or bow the string?”).
  - Interpret music and select appropriate grade-level elements that will enhance the expressive intent of the song (How can we make this music better tell the story?). Support selection of elements with reasons/evidence.
  - Aurally identify grade-level elements separately to rehearse and develop technical accuracy. For example, “Did you hear a step, hop or leap?” “Can you identify the meter?” “Is the form AA or AB?”
  - Aurally identify grade-level elements in a piece of music and evaluate their efficacy in creating an aesthetic effect.
- *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, kinesthetic movement, simple rhythmic and melodic patterns individually as well as in small and large groups.
  - Rehearse/critique performances to refine the 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). For example, “Was the performance the correct tempo?” “Was the ostinato consistent?” “Did they sing the correct pitch?” etc.
- *When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.*
  - Read simple rhythms using Kodaly rhythmic syllables and standard notation (sixteenth, whole, half, eighth note, quarter note and rest).
  - Read simple melodic phrases and identify solfege on the staff (DO, RE, MI, FA, SO, LA, TI, DO’).
  - Read simple two- and three-part 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.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>• independently create, perform, and improvise using rhythm, melody, harmony, form, timbre, and dynamics.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>• work collaboratively with peers to create and perform using rhythm, melody, harmony, form, timbre, and dynamics.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>• perform rhythm, melody, harmony, form, timbre, and dynamics with teacher guidance.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content
<b>0.0</b>	Even with help, no success

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of materials</li> <li>• Students may help struggling and/or ELL students when finished with their own work</li> <li>• Encourage students to participate in music based on enrichment programs both in and out of school</li> <li>• Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Additional “time on task”, repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success</li> <li>• Rewriting instructional materials in a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> </ul>



	<ul style="list-style-type: none"> <li>• Reading printed materials aloud to the student</li> <li>• Providing guided instruction</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at teacher’s discretion</li> <li>• Modify project criteria and rubric at teacher’s discretion</li> </ul>
<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Utilize strategies suggested by ESL teaching professionals including repeating directions, direct eye contact when speaking, visual cues and props to enhance understanding</li> <li>• Rewriting instructional materialism, a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Reading printed materials aloud to the student</li> <li>• Providing guided instruction</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at teacher’s discretion</li> <li>• Modify project criteria and rubric at teacher’s discretion</li> </ul>
<p><b>Special Needs Learners</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Rewriting instructional materialism, a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Engage parent or paraprofessionals in adapting materials</li> <li>• Reading printed materials aloud to the student</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at the teacher's discretion</li> <li>• Modify project criteria and rubric at the teacher’s discretion</li> </ul>
<p>Learners with a 504</p>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## 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 21<sup>st</sup> 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.



<b>Unit Title:</b> Responding	
<p><b>Unit Description:</b> Understanding and evaluating how the arts convey meaning.</p> <p>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.</p>	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<p><b>Anchor Standard 7: Perceiving and analyzing products.</b></p> <p><b>Anchor Standard 8: Applying criteria to evaluate products.</b></p> <p><b>Anchor Standard 9: Interpreting intent and meaning.</b></p>	
<p><b>Indicators:</b></p> <p><b>Select</b></p> <p><b>1.3A.2.Re7a</b> - Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p><b>1.3A.2.Re7b</b> - Describe how specific music concepts are used to support a specific purpose in music.</p> <p><b>Analyze, Evaluate</b></p> <p><b>1.3A.2.Re8a</b> - Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p><b>1.3.A.2.Re9a</b> - Apply personal and expressive preferences in the evaluation of music.</p>	
<p><b>Understandings:</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>2. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> <li>3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>4. SEL Enduring Understandings: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>2. How do we judge the quality of musical work(s) and performance(s)?</li> <li>3. How do we discern the musical creators' and performers' expressive intent?</li> <li>4. SEL Essential Questions: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Support individual selection of grade-level musical elements for a predetermined aesthetic effect with the reason/evidence</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Observation and evaluation of students' movement to express grade-level musical elements</li> </ul>

<ul style="list-style-type: none"> <li>Analyze and evaluate other student's/performer's selection of grade level musical elements for a predetermined aesthetic effect with reason/evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observation and valuation of students' instrumental performance</li> <li>Evaluation of students' appropriate use of grade-level vocabulary</li> <li>Observation and evaluation of students' responses to questions regarding grade-level musical elements and their effect on the aesthetic of the music</li> <li>Observation and evaluation of the students' discussion and use of the grade-level musical elements to create anesthetic effect</li> <li>Observation and evaluation of students singing/pitch matching</li> <li>Observation and evaluation of students' aural identification of grade-level musical elements</li> <li>Evaluation of students' written work</li> <li>Evaluation of students' musical recordings</li> </ul>
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**Benchmarks:**

- 1<sup>st</sup> Grade SGO of audiation
- 3<sup>rd</sup> Grade Benchmark Test
- 5<sup>th</sup> Grade Benchmark Test

**Learning Plan**

**Learning Activities:**

**Kindergarten**

- 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 (ex. What is the tempo? Dynamic level? Is the pitch high or low? etc.).
  - Evaluate grade-level musical elements for how they helped create the mood of a piece (ex. Was this the best tempo to make it exciting? What makes the music so calm and peaceful?).
  - Evaluate grade-level musical elements for appropriateness to a given purpose (ex. Does this music sound right for a party/holiday celebration? Would it help you get to sleep? Why or why not?).

**1<sup>st</sup> 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 (ex. What is this lullaby’s tempo?).
- Evaluate grade-level musical elements for how they helped contribute to the mood and function of a piece (ex. Was this the best dynamic for dance music?).
- Evaluate grade-level musical elements for appropriateness to a given purpose (ex. Does this music sound right for a parade? Why or why not?).

**2<sup>nd</sup> 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.
  - Evaluate grade-level musical elements for how they helped contribute to the mood, function, image or story of a piece (ex. How did Camille Saint-Saens make the piano sound like a kangaroo? How did Edvard Grieg tell the story of Peer Gynt in the “Hall of the Mountain King”?).
  - Evaluate grade-level musical elements for appropriateness to a given purpose (ex. Did the music help tell the story? Did it convey the picture?).

*Please reference [Scope and Sequence](#) for detailed understanding*

**Resources:**

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

<b>Unit Learning Goal and Scale</b> <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
<b>Anchor Standard 7: Perceiving and analyzing products.</b> <b>Anchor Standard 8: Applying criteria to evaluate products.</b> <b>Anchor Standard 9: Interpreting intent and meaning.</b>	
<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>• independently analyze grade-level musical elements in a piece of music and evaluate how successful they were for its aesthetic purpose.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>• collaboratively with peers, analyze grade-level musical elements in a piece of music and evaluate how successful they were for its aesthetic purpose.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>• analyze grade-level musical elements in a piece of music and evaluate how successful they were for its aesthetic purpose with teacher guidance.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content
<b>0.0</b>	Even with help, no success

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of materials</li> <li>• Students may help struggling and/or ELL students when finished with their own work</li> <li>• Encourage students to participate in music based on enrichment programs both in and out of school</li> <li>• Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Additional “time on task”, repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success</li> <li>• Rewriting instructional materials in a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Reading printed materials aloud to the student</li> <li>• Providing guided instruction</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at teacher’s discretion</li> <li>• Modify project criteria and rubric at teacher’s discretion</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Utilize strategies suggested by ESL teaching professionals including repeating directions, direct eye contact when speaking, visual cues and props to enhance understanding</li> <li>• Rewriting instructional materialism, a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Reading printed materials aloud to the student</li> <li>• Providing guided instruction</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at teacher’s discretion</li> <li>• Modify project criteria and rubric at teacher’s discretion</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Rewriting instructional materialism, a simplified format</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Engage parent or paraprofessionals in adapting materials</li> <li>• Reading printed materials aloud to the student</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at the teacher's discretion</li> <li>• Modify project criteria and rubric at the teacher's discretion</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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 21<sup>st</sup> 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.

<b>Unit Title:</b> Connecting	
<b>Unit Description:</b> Relating artistic ideas and work with personal meaning and external context. 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.	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
<b>Indicators:</b> <b><u>Interconnect</u></b> <b>1.3A.2.Cn10a</b> - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr4e, 1.3A.2.Re7a</i> <b>1.3A.2.Cn11a</b> - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr4e, 1.3A.2.Re7a</i>	
<b>Understandings:</b> <i>Students will understand that...</i> 1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 2. SEL Enduring Understandings: <a href="http://www.selarts.org">www.selarts.org</a>	<b>Essential Questions:</b> 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: <a href="http://www.selarts.org">www.selarts.org</a>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Connect the grade-level musical elements to the music's mood/function/style/story</li> <li>Connect the grade-level musical elements to the corresponding elements in other art forms</li> <li>Connect music to its function in society/culture/history</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Observation and evaluation of students' movement to express grade-level musical elements</li> <li>Observation and valuation of students' instrumental performance</li> <li>Evaluation of students' appropriate use of grade-level vocabulary</li> <li>Observation and evaluation of students' responses to questions regarding grade-level musical elements and their effect on the aesthetic of the music</li> </ul>

- 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:**

- 1<sup>st</sup> Grade SGO of audiation
- 3<sup>rd</sup> grade Benchmark Test
- 5<sup>th</sup> grade Benchmark Test

**Learning Plan**

**Learning Activities:**

**Kindergarten**

- *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 kindergarten curriculum/experiences (ex. sight/trick word songs, holiday songs, birthday songs, welcome songs, goodbye songs, classroom management songs etc.).
  - Discuss/connect the relationship of grade-level musical elements to dance/movement (ex. tempo - dynamics).
  - Discuss/connect the relationship of grade-level musical elements to visual art (ex. How pattern/tempo effects mood: "calm", "busy", "wild").

**1<sup>st</sup> 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 1st 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 (i.e., lullabies, marches, dance music, holiday music, etc.).
  - Discuss/connect the relationship of grade-level musical elements to dance/movement and its function (ex. comparing the rhythm, meter, tempo of a March vs. Waltz).
  - 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).

## **2<sup>nd</sup> 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 2nd 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 (i.e., lullabies, marches, dance music, holiday music, etc.).
  - Discuss/connect the relationship of grade-level musical elements to dance/movement and its function (ex. comparing the rhythm, meter, tempo of a March vs. Waltz).
  - 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).
  - Discuss/connect the relationship of grade-level musical elements to theater and storytelling.

*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 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.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>independently discuss how a piece of music relates to. and is a product of, its time and place.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>collaboratively with peers discuss how a piece of music relates to and is a product of, its time and place.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>discuss how a piece of music relates to. and is a product of, its time and place. with teacher guidance.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content
<b>0.0</b>	Even with help, no success

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Adjusting the pace of instruction</li> <li>Monitoring student understanding and mastery of materials</li> <li>Students may help struggling and/or ELL students when finished with their own work</li> <li>Encourage students to participate in music based on enrichment programs both in and out of school</li> <li>Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Additional “time on task”, repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success</li> <li>Rewriting instructional materials in a simplified format</li> <li>Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>Developing study guides to provide support before, during, and after reading</li> <li>Direct experiences</li> <li>Reading printed materials aloud to the student</li> <li>Providing guided instruction</li> <li>Adjusting the pace of instruction</li> <li>Monitoring student understanding and mastery of the materials</li> <li>Reteaching if necessary</li> <li>Direct assistance from peers</li> <li>Modify tests and quizzes at teacher’s discretion</li> <li>Modify project criteria and rubric at teacher’s discretion</li> </ul>

<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Utilize strategies suggested by ESL teaching professionals including repeating directions, direct eye contact when speaking, visual cues and props to enhance understanding</li> <li>• Rewriting instructional materialism, a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Reading printed materials aloud to the student</li> <li>• Providing guided instruction</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at teacher’s discretion</li> <li>• Modify project criteria and rubric at teacher’s discretion</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Rewriting instructional materialism, a simplified format</li> <li>• Providing summaries, graphic organizers, or outlines of instructional materials</li> <li>• Developing study guides to provide support before, during, and after reading</li> <li>• Direct experiences</li> <li>• Engage parent or paraprofessionals in adapting materials</li> <li>• Reading printed materials aloud to the student</li> <li>• Adjusting the pace of instruction</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Monitoring student understanding and mastery of the materials</li> <li>• Reteaching if necessary</li> <li>• Direct assistance from peers</li> <li>• Modify tests and quizzes at the teacher's discretion</li> <li>• Modify project criteria and rubric at the teacher’s discretion</li> </ul>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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 21<sup>st</sup> 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.