



E⁴

Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Elementary Chorus					
Grade Level(s):	Grades 4 - 5					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	Elementary chorus is a music course in which students in the upper elementary grades (4 th /5 th) will learn to create, perform, respond, and connect to music through vocal performance. In addition to these units, the following behaviors are inherent in the course: attendance, self and group management skills, practice, self and group discipline, self and group pride, respect for others, and proper etiquette. Students will attend weekly rehearsals throughout the duration of the course, culminating in a final performance.					
Grading Procedures:	No formal individual grades are given for this course. Informal feedback is provided as a part of the regular rehearsal process.					
Primary Resources:	Director 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

Designed by:	David Cona
---------------------	------------

Under the Direction	Casey Corigliano
----------------------------	------------------

Written: August 2021

Revised: _____

BOE Approval: _____

Unit Title: Creating	
Unit Description: Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
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:	
<u>Imagine</u>	
1.3C.12nov.Cr1a - Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	
<u>Plan, Make</u>	
1.3C.12nov.Cr2a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	
<u>Evaluate, Refine</u>	
1.3C.12nov.Cr4a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	
1.3C.12nov.Cr4b - Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive items. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Imagine/interpret an aesthetic effect/intent 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: <ul style="list-style-type: none"> Observation and evaluation of movement to express grade-level musical elements Observation and evaluation of students singing/pitch matching Evaluation of students' appropriate use of grade-level vocabulary Observation and evaluation of students' aural identification of grade-level musical elements

- 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 the students' discussion of how the grade-level musical elements contribute to the function/style of the music
- Observation and evaluation of the students' discussion and use of the grade-level musical elements reflect an historical period/other art media or match a theme
- Evaluation of students' musical recordings or final performance

Benchmarks:

- Final performance

Learning Plan

Learning Activities:

- *Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.*
- *Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.*
- *Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.*
 - Interpret the intent/style of a piece of music.
 - Explore the use of grade-level musical elements (**ex. dynamics, rhythm, melody, form, timbre, accompaniment**) to express/change the aesthetic intent of the music.
 - Explore the use of vocal technique (warm-ups, physical stretching, breath control) in interpreting and refining music.
 - Explore expressing the intent of the music through dramatization and movement.
 - Discuss individual reasons for the students' selection of the grade-level elements 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 definitive version either through peer/community performance or recording.

Resources:

- [Scope and Sequence](#)
- Appropriate grade-level repertoire
- Accompaniment media (CDs, MP3s, etc.)
- Silver Burdett, "Making Music"
- Online resources
- "Teacher-created" resources

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: <ul style="list-style-type: none"> • individually imagine, plan, make, evaluate and refine a performance to better express an aesthetic effect (mood, style, culture, historical period)
3.0	Students will be able to: <ul style="list-style-type: none"> • Working with peers, imagine, plan, make, evaluate and refine a performance to better express an aesthetic effect (mood, style, culture, historical period)
2.0	Students will be able to: <ul style="list-style-type: none"> • With help from the teacher, imagine, plan, make, evaluate and refine a performance to better express an aesthetic effect (mood, style, culture, historical period)
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	<ul style="list-style-type: none"> • Adjusting the pace of instruction • Monitoring student understanding and mastery of materials • Students may help struggling and/or ELL students when finished with their 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 teacher’s discretion
Special Needs Learners	<ul style="list-style-type: none"> • 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 • 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 the 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. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>	
Indicators:	
<u>Select, Analyze, Interpret</u>	
<p>1.3C.12nov.Pr4a - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p>	
<u>Rehearse, Evaluate, Refine</u>	
<p>1.3C.12nov.Pr5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>	
<u>Present</u>	
<p>1.3C.12nov.Pr6a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6b - Demonstrate an awareness of the context of the music through prepared and improvised performances.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 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. Developing and refining techniques and models or steps needed to create products. 3. Musicians judge performances based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 4. SEL Enduring Understandings: www.selarts.org 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 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
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Select, evaluate, and refine grade-level musical elements to produce a predetermined aesthetic effect 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Observation and evaluation of movement to express grade-level musical elements

<ul style="list-style-type: none"> • Read/ notate music using iconography and standard notation • Critique performances for accuracy in grade-level elements and refine • Present or record finished product 	<ul style="list-style-type: none"> • Observation and evaluation of students singing/pitch matching • Evaluation of students' appropriate use of grade-level vocabulary • Observation and evaluation of students' aural identification of grade-level musical elements • 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 the students' discussion of how the grade-level musical elements contribute to the function/style of the music • Observation and evaluation of the students' discussion and use of the grade-level musical elements reflect an historical period/other art media or match a theme • Evaluation of students' musical recordings or final performance
---	---

Benchmarks:

- Final performance

Learning Plan

Learning Activities:

- *Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.*
 - 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 thematic material.
- *Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.*
- *Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.*
- *Demonstrate an awareness of the context of the music through prepared and improvised performances.*
 - Select, analyze, interpret performance material using grade-level musical elements and terminology (see Scope and Sequence – General music curriculum Gr. 3-5), to better express the aesthetic intent of the music.
 - Support selection of elements with reasons/evidence.
 - Critique individual and group performances using appropriate and positive language in order to evaluate and refine performance.
 - Evaluate and refine individual and group performances by critiquing performance of grade-level elements (see Scope and Sequence).

- Evaluate interpretations of established compositions by critiquing performance of grade-level elements (See Scope and Sequence).
- Create a final performance either for peer/ community or recording.

Resources:

- [Scope and Sequence](#)
- Appropriate grade-level repertoire
- Accompaniment media (CDs, MP3s, etc.)
- Silver Burdett, “Making Music”
- Online resources
- “Teacher-created” resources

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: <ul style="list-style-type: none"> • Analyze the selection of repertoire based on musical characteristics, ensemble skill level, and performance context. • Display knowledge of how musical structure and techniques effect performances • Understand, prepare, and perform expressive qualities of various repertoire.
3.0	Students will be able to, with peers: <ul style="list-style-type: none"> • Analyze the selection of repertoire based on musical characteristics, ensemble skill level, and performance context. • Display knowledge of how musical structure and techniques effect performances • Understand, prepare, and perform expressive qualities of various repertoire.
2.0	Students will be able to, with teacher assistance: <ul style="list-style-type: none"> • Analyze the selection of repertoire based on musical characteristics, ensemble skill level, and performance context. • Display knowledge of how musical structure and techniques effect performances • Understand, prepare, and perform expressive qualities of various repertoire.
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	<ul style="list-style-type: none"> • Adjusting the pace of instruction • Monitoring student understanding and mastery of materials • Students may help struggling and/or ELL students when finished with their 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 teacher’s discretion
Special Needs Learners	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 • 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 the 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

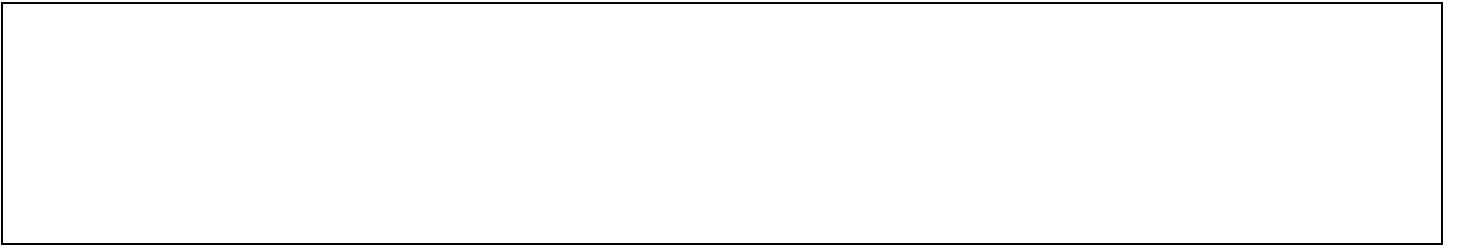
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for 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. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 7: Perceiving and analyzing products.	
Anchor Standard 8: Interpreting intent and meaning.	
Anchor Standard 9: Applying criteria to evaluate products.	
Indicators:	
<u>Select, Analyze</u>	
1.3C.12nov.Re7a - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	
1.3C.12nov.Re7b - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	
<u>Interpret</u>	
1.3C.12nov.Re8a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).	
<u>Evaluate</u>	
1.3C.12nov.Re9a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Responses to music are informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performers(s) manipulate the elements of music. 2. Through their use of elements and structures of music, creators and performers can interpret intent and meaning. 3. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretations, and established criteria. 4. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> 1. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 2. How do we discern the musical creators' and performers' expressive intent? 3. How do we judge the quality of musical work(s) and performance(s)? 4. SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Observation and evaluation of movement to express grade-level musical elements • Observation and evaluation of students singing/pitch matching • Evaluation of students' appropriate use of grade-level vocabulary

- Observation and evaluation of students' aural identification of grade-level musical elements
- 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 the students' discussion of how the grade-level musical elements contribute to the function/style of the music
- Observation and evaluation of the students' discussion and use of the grade-level musical elements reflect an historical period/other art media or match a theme
- Evaluation of students' musical recordings or final performance

Benchmarks:

- Final performance

Learning Plan

Learning Activities:

- *Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.*
- *Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).*
- *Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.*
- *Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.*
 - Discuss, using grade-level vocabulary, how the musical elements influenced the students' selection of a piece of music. For example, is this the correct tempo? Rhythmic feel? etc. (*See Scope and Sequence, General music Curriculum Grades 3-5*).
 - Discuss how the students' selection of the music matches their intent (*Does this music fit our theme? Does it match the mood we're trying to express? Is it the right style? etc.*).
 - Discuss, using grade-level vocabulary, the different interpretations students may have of a selection's aesthetic intent or appropriateness to a theme or context. Have students support their opinions with the reasons/evidence (*Why do some of you feel that this piece is not the correct style for our concert?*).

Resources:

- [Scope and Sequence](#)
- Appropriate grade-level repertoire
- Accompaniment media (CDs, MP3s, etc.)
- Silver Burdett, "Making Music"
- Online resources
- "Teacher-created" resources

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

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

4.0	<p>Students will be able to, independently:</p> <ul style="list-style-type: none"> • Articulate the reasons for selecting music by citing connections to interest, purpose, and context. • Explain how musical elements and context inform the response to music.
3.0	<p>Students will be able to, with peers:</p> <ul style="list-style-type: none"> • Articulate the reasons for selecting music by citing connections to interest, purpose, and context. • Explain how musical elements and context inform the response to music.
2.0	<p>Students will be able to, with teacher assistance:</p> <ul style="list-style-type: none"> • Articulate the reasons for selecting music by citing connections to interest, purpose, and context. • Explain how musical elements and context inform the response to music.
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	<ul style="list-style-type: none"> • Adjusting the pace of instruction • Monitoring student understanding and mastery of materials • Students may help struggling and/or ELL students when finished with their 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Direct assistance from peers • Modify tests and quizzes at teacher’s discretion • Modify project criteria and rubric at teacher’s discretion
English Language Learners	<ul style="list-style-type: none"> • 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 teacher’s discretion
Special Needs Learners	<ul style="list-style-type: none"> • 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 • 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 the 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. The aspects of these learning activities may also apply to other units of this curriculum.	
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 understandings.	
Indicators:	
<u>Interconnect</u>	
1.3C.12nov.Cn10a - 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.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>	
1.3C.12nov.Cn11a - 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.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>	
Understandings: <i>Students will be able to...</i> <ol style="list-style-type: none"> Students will understand that musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Students will understand that musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> 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 or to a theme 	Other Evidence: <ul style="list-style-type: none"> Observation and evaluation of students' movement to express grade-level musical elements Observation and evaluation of students singing/pitch matching Evaluation of students' appropriate use of grade-level vocabulary Observation and evaluation of students' aural identification of grade-level musical elements 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 the students' discussion of how the grade-level musical elements contribute to the function/style of the music
- Observation and evaluation of the students' discussion and use of the grade-level musical elements reflect an historical period/other art media or match a theme
- Evaluation of students' musical recordings or final performance

Benchmarks:

- Final performance

Learning Plan

Learning Activities:

- *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 when interpreting a musical selection.
 - Discuss and evaluate the relationship of grade-level elements to the aesthetic intent of the music (function, style, mood).
 - Discuss and evaluate the importance of practice in the development of skills and how this skill development enhances options when interpreting music.
- *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.
 - Discuss and connect performance material to various functions (i.e., lullabies, marches, dance music, holiday music, etc.) and styles.
 - 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 other artistic media.
 - Discuss/connect the relationship of grade-level musical elements to theater/storytelling or a theme.
 - Evaluate the universal nature of grade-level musical elements as well as common functions of music throughout cultures and historical periods.

Resources:

- [Scope and Sequence](#)
- Appropriate grade-level repertoire
- Accompaniment media (CDs, MP3s, etc.)
- Silver Burdett, "Making Music"
- Online resources
- "Teacher-created" resources

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: <ul style="list-style-type: none"> Consistently demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
3.0	Students will be able to: <ul style="list-style-type: none"> Frequently demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
2.0	Students will be able to: <ul style="list-style-type: none"> Occasionally demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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	<ul style="list-style-type: none"> Adjusting the pace of instruction Monitoring student understanding and mastery of materials Students may help struggling and/or ELL students when finished with their 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	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • Modify tests and quizzes at teacher’s discretion • Modify project criteria and rubric at teacher’s discretion
English Language Learners	<ul style="list-style-type: none"> • 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 teacher’s discretion
Special Needs Learners	<ul style="list-style-type: none"> • 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 • 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 the 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.