

<b>Music Theory Grade: 1</b>
<b>Stage 1- Desired Results</b>
<b>Established Goals: NJCCCS, 2009</b>
STANDARD 1.1 The Creative Process: All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
<b>B. Music</b>  1.1.2. B.2: Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
<b>A. History of the Arts and Culture</b>  1.2.2. A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on themes of family and community, from various historical periods and world cultures.
STANDARD 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music theatre, and visual art.
<b>B. Music</b>  1.3.2. B.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.  1.3.2. B.3: Demonstrate correct playing techniques for Orff instruments or equivalent homemade

instruments.	
STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<p><b>A. Aesthetic Responses</b></p> <p>1.4.2. A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p><b>B. Critique Methodologies</b></p> <p>1.4.2. B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p>	
<p><b>Enduring Understandings:</b> <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>• Experts can and do disagree about the value, power and source of art.</li> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen</li> </ul>	<p><b>Essential Questions:</b> <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> <li>• Why should I care about the arts?</li> <li>• What's the difference between a thoughtful and a thoughtless artistic judgment?</li> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• Does art have boundaries?</li> </ul>

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<p>or unpredictable outcomes.</p> <ul style="list-style-type: none"> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	
<p><b>Content Knowledge:</b> Students will know...</p> <ul style="list-style-type: none"> <li>• Basic music terminology, relating to and including: rhythm, beat, phrasing, tempo, meter, melody, harmony, form, and tone color</li> <li>• basic notation including pitch and rhythm duration</li> <li>• basic structures in music composition including basic music terminology, relating to and including: call and response, solo and chorus</li> </ul>	<p><b>Content Understandings:</b> <i>Students will understand that.</i></p> <ul style="list-style-type: none"> <li>• Music is based around a tonal center</li> <li>• Sound and musical sources have common traits</li> <li>• basic music terminology and musical elements are used in critique</li> </ul>
<p><b>Content Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Clap, and/or play rhythms while maintaining a steady tempo.</li> <li>• Sing on pitch</li> <li>• Recognize and vocalize the "home tone."</li> <li>• Respond to cues of a conductor.</li> <li>• Identify and categorize sound sources by common traits.</li> <li>• Utilize basic arts terminology and arts elements in music.</li> </ul>	<p><b>Misconceptions:</b> <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> <li>• Singing loudly means shouting</li> <li>• Performance quality is easily attainable without practice</li> </ul>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Summative Assessments</b> <b>Traditional Tasks:</b></p> <ul style="list-style-type: none"> <li>• Note Name Labeling</li> <li>• Music Terminology Identification             <ul style="list-style-type: none"> <li>○ Steady beat</li> <li>○ Rhythm</li> <li>○ Form</li> <li>○ Verse/refrain</li> <li>○ Loud/soft</li> <li>○ Tempo-fast/slow/changing</li> </ul> </li> <li>• Improvising             <ul style="list-style-type: none"> <li>○ Imitate various dynamics on classroom instruments</li> </ul> </li> <li>• Creating             <ul style="list-style-type: none"> <li>○ Compare instances of loud and soft in everyday activities</li> <li>○ Dramatize a speech piece in which the tempo changes</li> <li>○ Compose a short instrumental piece, in which the tempo changes</li> </ul> </li> </ul>	<p><b>Summative Evidence</b> <b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Singing performance (GRASPS: Your <i>goal</i> is to sing beautifully for enjoyment and education. As the <i>singer</i>, you will strive for an effective <i>in-class performance</i> of songs of varying genres. You will work to <i>produce</i> a performance with <i>at least 85%</i> pitch and rhythmic proficiency, and a level of enjoyment.)</li> <li>• Rhythm-percussion performance (GRASPS: Your <i>goal</i> is to play classroom percussion instruments as a <i>soloist, ensemble performer and accompanist</i>. You will be playing for an <i>audience</i> of classmates, in varying levels of <i>performance</i>. Your <i>product</i> will be a solo, ensemble or accompaniment. A <i>success</i> will be indicated by correct interpretation.</li> </ul>

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<ul style="list-style-type: none"> <li>○ Create sound effects for a song</li> <li>○ Imitate clock sounds on classroom instruments</li> <li>○ Create a rhythm chain of children's names while maintaining a steady-beat</li> <li>● Listening             <ul style="list-style-type: none"> <li>○ Show dynamic changes through movement</li> <li>○ Listen for the tempo changes in a story song</li> <li>○ Playing -Match the dynamics heard on a recording</li> </ul> </li> </ul>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Observation             <ul style="list-style-type: none"> <li>○ Show louder and softer dynamics with different steady-beat movements</li> <li>○ Sing a song with a spoken or instrumental accompaniment</li> <li>○ Dramatize the sound words in a song</li> <li>○ Play a steady-beat ostinato to accompany a song</li> </ul> </li> <li>● Discussion             <ul style="list-style-type: none"> <li>○ Discuss and describe different characteristics of music</li> <li>○ Discuss how a musical game came to be played</li> </ul> </li> <li>● Verbal listening response             <ul style="list-style-type: none"> <li>○ Describe the dynamic change within a piece</li> <li>○</li> </ul> </li> <li>● Worksheets and activity pages</li> <li>● Warm-up activities</li> <li>● Use of vocabulary in context             <ul style="list-style-type: none"> <li>○ Use hand movements to show legato and staccato</li> </ul> </li> </ul>	
<p><b>Stage 3- Learning Plan</b></p>	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Warm-up welcome songs</li> <li>● Singing</li> <li>● Playing hand-percussion instruments             <ul style="list-style-type: none"> <li>○ Perform a steady-beat accompaniment on small percussion instruments</li> </ul> </li> <li>● Reading music</li> <li>● Echo sing, play</li> <li>● Rote teaching of songs</li> <li>● Singing games             <ul style="list-style-type: none"> <li>○ Use a movement pattern to manage a circle game</li> <li>○ Sing a rhythm pattern accurately while playing a singing game</li> </ul> </li> <li>● Note name worksheets</li> <li>● Dance and movement activities             <ul style="list-style-type: none"> <li>○ Move on the steady beat as the tempo changes</li> </ul> </li> <li>● Listening activities, ID, responses, and critiques             <ul style="list-style-type: none"> <li>○ Feel tempo changes by patting the beat while listening to a song</li> <li>○ Respond to the tempo changes in</li> </ul> </li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Performance Skills:             <ul style="list-style-type: none"> <li>○ Posture</li> <li>○ Breath support</li> <li>○ Preparation/Practice</li> </ul> </li> <li>● Active Listening             <ul style="list-style-type: none"> <li>○ Think about what you're hearing</li> <li>○ Do not talk</li> <li>○ Discuss after</li> </ul> </li> </ul>

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<ul style="list-style-type: none"><li>○ a piece about a train</li><li>○ Move with the music, gradually increasing the tempo of the song</li><li>● Improvisation opportunities<ul style="list-style-type: none"><li>○ Play a rhythmic pattern as an accompaniment</li></ul></li></ul>	
<p><b>Interdisciplinary Connections:</b></p> <p>___ Art-</p> <p>___ Music –</p> <p>_x_ Physical Education –gross and fine motor skills and breathing</p> <p>_x_ World Language –cultural connections and world music</p> <p>___ Health –</p> <p>_x_ Science –</p> <p>_x_ Social Studies –historical connections</p> <p>___ Mathematics –</p> <p>___ Language Arts –</p>	
<p><b>Technology Connection:</b></p> <ul style="list-style-type: none"><li>● Websites for research</li><li>● Recordings of various music</li><li>● Smart board presentations</li><li>● YouTube</li></ul>	
<p><b>Resources:</b></p> <p>Assorted CD's</p> <p>Assorted DVD's/VHS</p> <p>Printed Worksheets</p> <p>Other assorted music books</p> <p>Music Together</p> <p>Rhythm Pies by Lenna Harris</p> <p>Music K-8 Sheet Music Magazine</p>	

<b>Music Appreciation Grade: 1</b>
<b>Stage 1- Desired Results</b>
<b>Established Goals: NJCCCS, 2009</b>
STANDARD 1.1 The Creative Process: All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
<b>B. Music</b>  1.1.2. B.1: Explore the elements of music through verbal and written responses to diverse aural prompts and printed scored.  1.1.2. B.2: Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
<b>A. History of the Arts and Culture</b>  1.2.2. A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on themes of family and community, from various historical periods and world cultures.
STANDARD 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music theatre, and visual art.
<b>B. Music</b>  1.3.2. B.1: Clap, sing, or play on pitch from basic notation in the treble clef, with considerations of pitch, rhythm, dynamics, and tempo.

<p>1.3.2. B.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.3.2. B.3: Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>	
<p>STANDARD 1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<p><b>A. Aesthetic Responses</b></p> <p>1.4.2. A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2. A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p><b>B. Critique Methodologies</b></p> <p>1.4.2. B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p>	
<p><b>Enduring Understandings:</b> <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>• Experts can and do disagree about the value, power and source of art.</li> <li>• The arts serve multiple functions:</li> </ul>	<p><b>Essential Questions:</b> <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> <li>• Why should I care about the arts?</li> <li>• What's the difference between a thoughtful and a thoughtless artistic judgment?</li> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>

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<p>enlightenment, education, and entertainment.</p> <ul style="list-style-type: none"> <li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	<ul style="list-style-type: none"> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• Does art have boundaries?</li> </ul>
<p><b>Content Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ That music can generate personal feelings</li> <li>▪ Basic musical terminology (melody and rhythm)</li> <li>▪ How to clap, sing or play from aural prompts</li> <li>▪ Vocalize “home tone”</li> <li>▪ Demonstrate appropriate posture and breathing technique while singing</li> <li>▪ How to improvise short tonal and rhythmic patterns</li> <li>▪ Use critique as a positive tool</li> <li>▪ Know that music comes from diverse cultures</li> </ul>	<p><b>Content Understandings:</b> <i>Students will understand that.</i></p> <ul style="list-style-type: none"> <li>▪ Music of different cultures has different characteristics</li> <li>▪ There is value in critiquing one’s own work as well as the work of others</li> <li>▪ Music is a shared community value</li> </ul>
<p><b>Content Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Respond to stylized characteristics of music of various cultures</li> <li>▪ Create an arts experience that communicates a significant emotion or feeling</li> <li>▪ Recognize and vocalize “home tone”</li> <li>▪ Modify elements of music to create different expressive ideas</li> <li>▪ Explore musical elements through verbal responses to diverse aural prompts</li> <li>▪ Recognize sound sources by</li> </ul>	<p><b>Misconceptions:</b> <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> <li>▪ Music is universally the same everywhere</li> <li>▪ Everyone is capable of performing</li> <li>▪ Critique means to criticize in a negative manner</li> <li>▪ Music is a passive experience</li> <li>▪ Singing loudly means shouting</li> <li>▪ Faster music is better music</li> <li>▪ One’s own opinion/critique about music is the only opinion</li> <li>▪ Music does not require</li> </ul>

<p>common traits</p> <ul style="list-style-type: none"> <li>▪ Utilize basic musical terminology</li> <li>▪ Orally communicate opinion regarding music based on observation</li> <li>▪ Identify family and community as themes in music</li> </ul>	<p>attention and concentration</p>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Summative Assessments</b></p> <p><b>Traditional Tasks:</b></p> <ul style="list-style-type: none"> <li>▪ Worksheets/Activity Pages</li> <li>▪ Listening Response Guides             <ul style="list-style-type: none"> <li>○ Use musical terms to describe tempo changes</li> <li>○ Listen for loud and soft dynamics within a speech piece</li> <li>○ Dramatize a song using steady-beat movements</li> </ul> </li> <li>▪ Observation             <ul style="list-style-type: none"> <li>○ Use larger movements for louder sounds and smaller movements for softer sounds</li> <li>○ Move to show tempo changes</li> <li>○ Perform contrasting movements for the verse and the refrain of a song</li> </ul> </li> <li>▪ Verbal Critique             <ul style="list-style-type: none"> <li>○ Compare music from contrasting genres, such as lullabies and marches</li> </ul> </li> </ul>	<p><b>Summative Evidence</b></p> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>▪ Singing performance (GRASPS: Your <i>goal</i> is to sing beautifully for enjoyment and education. As the <i>singer</i>, you will strive for an effective <i>in-class and public performance</i> of songs of varying genres. You will work to <i>produce</i> a performance with <i>at least 85%</i> pitch and rhythmic proficiency, and a level of enjoyment.)</li> <li>▪ Rhythm-percussion performance (GRASPS: Your <i>goal</i> is to play classroom percussion instruments as a <i>soloist, ensemble performer and accompanist</i>. You will be playing for an <i>audience</i> of classmates in varying levels of <i>performance</i>. Your <i>product</i> will be a solo, ensemble or accompaniment. A <i>success</i> will be indicated by correct interpretation.</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Discussion/Conversation             <ul style="list-style-type: none"> <li>○ Encourage a respectful classroom environment</li> <li>○ Explore how the imagery of a lullaby creates a mood</li> <li>○ Discuss how families can be alike as well as different</li> </ul> </li> <li>• Teacher Observation             <ul style="list-style-type: none"> <li>○ Move to show louder and softer dynamics by using larger and smaller movements</li> <li>○ Explore different ways of creating an ostinato</li> <li>○ sing a song expressively while maintaining a steady beat</li> <li>○ Identify and clap the rhythm patterns of animal names</li> </ul> </li> <li>• Informal Written Reactions</li> <li>• Worksheets/Activity Page             <ul style="list-style-type: none"> <li>○ Label pictures that show fast and slow movement</li> <li>○ Read and play a rhythmic pattern with quarter notes, eighth-note pairs, and quarter rests</li> </ul> </li> <li>• Verbal responses</li> <li>• Listening Activities             <ul style="list-style-type: none"> <li>○ Move to show changing tempos</li> <li>○ Use larger and smaller steady-beat movements to show changing dynamics</li> </ul> </li> <li>• Student Participation             <ul style="list-style-type: none"> <li>○ Explore personal space through movement</li> <li>○ Show tempo changes while conducting a rhyme</li> </ul> </li> </ul>	

<b>Stage 3- Learning Plan</b>	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Warm-up songs</li> <li>• Cool-down songs</li> <li>• Seasonal songs</li> <li>• World music songs</li> <li>• Patriotic songs</li> <li>• Listening Activities</li> <li>• Percussion Accompaniment</li> <li>• Movement Expression</li> <li>• Music Reading</li> <li>• Echo/Rote Activities</li> <li>• Class, Individual Critiques</li> <li>• Improvisation Activities                             <ul style="list-style-type: none"> <li>○ Compose a short instrumental piece, in which the tempo changes</li> </ul> </li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Active Listening                             <ul style="list-style-type: none"> <li>○ Think about what you're hearing</li> <li>○ Do not talk</li> <li>○ Discuss after</li> </ul> </li> <li>• Performance Skills:                             <ul style="list-style-type: none"> <li>○ Posture</li> <li>○ Breath support</li> </ul> </li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <p>___ Art-</p> <p>___ Music –</p> <p><u>x</u> Physical Education –motor skills</p> <p><u>x</u> World Language –cultural connections</p> <p>___ Health –</p> <p>___ Science –</p> <p><u>x</u> Social Studies –cultural influences</p> <p><u>x</u> Mathematics –rhythmic relationships</p> <p>___ Language Arts –</p>	
<p><b>Technology connection:</b></p> <ul style="list-style-type: none"> <li>• Websites</li> <li>• Smart Board</li> <li>• IPod</li> </ul>	
<p><b>Resources:</b></p> <p>The Music Connection</p> <p>Assorted CD's</p> <p>Assorted DVD's/VHS</p> <p>Printed Worksheets</p> <p>Music Together</p> <p>Rhythm Pies by Lenna Harris</p> <p>Music K-8 Sheet Music Magazine</p>	