

Music Theory Grade: 5
Stage 1- Desired Results

Established Goals: NJCCCS, 2009

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 arts.

B MUSIC

B.1 Identify the elements of music in response to aural prompts and printed music notational systems

B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions and differentiate basic structures.

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 arts music.

B.1 sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.

B.2 sing melodic and harmonizing parts independently and in groups adjusting to the range and timbre of the developing voice.

B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

B.4 Decode how the elements of music are used to achieve unity and variety, tension and release and balance in musical compositions.

STANDARD 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art n dance, music theatre

and visual art.

A. AESTHETIC RESPONSES AND CRITIQUE METHODOLOGIES:

A.1 Employ basic discipline-specific arts terminology to categorize works of dance, music, theatre and visual art according to established classifications.

A.2 make informed aesthetic responses to artworks based on structural arrangement and person, cultural and historical points of view.

A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individuals' imagination and frame of reference (e/g/, personal, social, political, historical context).

B. CRITIQUE METHODOLOGIES:

B.1 Access the application of the elements of art and principles of design in dance, music, theatre and visual artworks using observable, objective criteria.

B.2 Use evaluative tools, such as rubric, for self-assessment and to appraise the objectivity of critiques by peers.

B.3 Use discipline specific arts terminology to evaluate the strengths and weaknesses of works of dance, music theatre and visual art

B.4 Define technical proficiency using the elements of the arts and principles of design.

B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music theatre and visual art.

Enduring Understandings:

At the end of the unit students will understand that...

- Aesthetics fosters artistic appreciation,

Essential Questions:

At the end of the unit students will be able to answer...

- Why should I care about the arts?

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<p>interpretation, imagination, significance and value.</p> <ul style="list-style-type: none"> • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • The arts serve multiple functions: enlightenment, education, and entertainment. • Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<ul style="list-style-type: none"> • What’s the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts? • 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? • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic terminology used in writing and performing music • Note names in treble and bass clefs • Note and rest values 	<p>Content Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Basic elements of music are melody, harmony, and rhythm • Different musical styles use the same basic elements of music in many different ways. • Basic elements of music create unity and variety
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Sing/play independently and in groups • Improvise simple melodies and rhythms • Demonstrate knowledge of the basic elements of music • Use correct musical terminology to describe and express works of music 	<p>Misconceptions:</p> <ul style="list-style-type: none"> • <i>Predictable misconceptions to address are...</i> • Performing different styles of music requires the same abilities • Performing music is easy • Writing music is too complex
<p>Stage 2- Assessment Evidence</p>	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional Tasks: • Written tests/quizzes 	<p>Summative Evidence</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Oral response to question involving basic

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<ul style="list-style-type: none"> • Performing rhythms on percussion instruments • Rhythmic dictation • Writing rhythms 	<p>music skills and terminology</p> <ul style="list-style-type: none"> • Performance of various compositions
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Observation • Performance • Discussion • Written assignments. 	
<p>Stage 3- Learning Plan</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Class notes • Music worksheets • Written music • Listening • Evaluation/Critique • Singing notes before playing 	<p>Strategies:</p> <ul style="list-style-type: none"> • Proper reading/writing of notation • Proper playing/singing techniques
<p>Interdisciplinary Connections:</p> <p>X_ Art- Artworks of various styles and periods</p> <p>___ Music –</p> <p>___ Physical Education –</p> <p>X_ World Language – music terminology is in different languages.</p> <p>___ Health –</p> <p>___ Science –</p> <p>X_ Social Studies – culture</p> <p>X_ Mathematics – concepts of whole and its parts</p> <p>X_ Language Arts – The writing process</p>	
<p>Technology Connections:</p> <ul style="list-style-type: none"> • Computers/internet • Video streaming • CD player • IPOD/MP3 player 	

Resources:

- Written music selections
- Music worksheets
- Staff paper
- The Music Connection
- Assorted CD's
- Assorted DVD's/VHS
- Printed Worksheets
- Music Together
- Music K-8 Sheet Music Magazine
- Recorder Karate
- Kodaly Method of Rhythm by Zoltan Kodaly

Music History and Culture Grade: 5
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
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.
A. Knowledge <ol style="list-style-type: none">1. Listen to music that varies in cultural and historical styles.2. Study/read about music and musicians throughout history and of varying cultures and sources. B. Skills <ol style="list-style-type: none">1. Describe the qualities of musical works in oral and written responses.2. Compare and contrast the styles of music from different historical periods and cultures.3. Discuss/write about various musical styles used in different parts of the world.4. Describe the value of music to various cultures and socio-economic classes.
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. Music <ol style="list-style-type: none">1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.
STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of

critique.	
<p>A. Knowledge</p> <ol style="list-style-type: none"> 1. Explain the process of critique as it relates to the arts. 2. Use musical terminology to express statements of both fact and opinion regarding pieces of music. 3. Explain how music is inspired through imagination, cultural background on period of history. 4. Explain the value of music to the performer, the audience, and history. <p>B. Skills</p> <ol style="list-style-type: none"> 1. Critique performances based on the elements of music. 2. Compare and contrast music from different cultures at the same time in history. 3. Compare and contrast music from the same culture in different periods of history. 	
STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.	
<p>A. Knowledge</p> <ol style="list-style-type: none"> 1. Describe how music is influenced by culture, issues, events, politics, and people in history. 2. Understand the changes that have taken place through the advancement of technology and resources. <p>B. Skills</p> <ol style="list-style-type: none"> 1. Compare and contrast the contributions of significant artists from various historical periods. 2. Compare and contrast the contributions of significant artists from various cultures 	
<p>Enduring Understandings: <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, 	<p>Essential Questions: <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> • Why should I care about the arts?

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<p>interpretation, imagination, significance and value.</p> <ul style="list-style-type: none"> • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<ul style="list-style-type: none"> • What's the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Music terminology • Composers names • Chronology of music history • Instruments 	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> • Musical styles are impacted by historical periods • Musical styles are affected by the culture that they originate from • Musical styles are impacted from other cultures
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe the mood of a piece of music both orally and written. • Describe the overall form in selected pieces of music. • Discuss/write about how musical elements are used and represented in various cultures and periods of history. • Explain how the elements of unity or variety are used in a piece of music. • Express statements of both fact and opinion regarding pieces of music. . • Explain how of music represents important ideas, issues, and events in a society • Compare and contrast the contributions of significant artists from an historical period. • Discuss/write about how the arts have impacted the world and how world events have impacted the arts. 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • That classical music is all the same. • That culture does not affect music. • Music does not affect culture. • Music is only for enjoyment/entertainment.

Stage 2- Assessment Evidence	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Written assignments, reports, tests and quizzes 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Classroom discussion
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Classroom discussion 	
Stage 3- Learning Plan	
<p>Activities:</p> <ul style="list-style-type: none"> • Discussions • Worksheets • Class notes • Listening journals • Maps • Timelines 	<p>Strategies:</p> <ul style="list-style-type: none"> • Discussion • Listening • Silent reading • Reading aloud • Lectures • Note-taking skills • Hand-outs • Worksheets
<p>Interdisciplinary Connections:</p> <p><input checked="" type="checkbox"/> Art- music and art from similar cultures and time periods</p> <p><input type="checkbox"/> Music –</p> <p><input type="checkbox"/> Physical Education –</p> <p><input type="checkbox"/> World Language –</p> <p><input type="checkbox"/> Health –</p> <p><input type="checkbox"/> Science –</p> <p><input checked="" type="checkbox"/> Social Studies – music history and world history</p> <p><input type="checkbox"/> Mathematics –</p> <p><input checked="" type="checkbox"/> Language Arts – the writing process</p>	
<p>Technology Connection:</p> <ul style="list-style-type: none"> • Websites for research • Recordings of various music • Smart board presentations • YouTube 	

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Resources:

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Assorted DVD's/VHS

Printed Worksheets

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