

<b>Music Appreciation Grade: K</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.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

<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><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> </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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<ul style="list-style-type: none"> <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>	
<p><b>Content Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• That music is an art form</li> <li>• Music can generate personal feelings</li> <li>• Basic music terminology (melody &amp; rhythm)</li> <li>• How to clap, sing or play from aural prompts</li> <li>• Demonstrate appropriate posture and breathing technique while using singing voice</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 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>• 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 common traits</li> <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><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 attention and concentration</li> <li>• Singing voice and speaking voice are the same</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>• Worksheets/Activity Pages</li> <li>• Listening Response guides/Maps</li> <li>• Verbal Critique</li> </ul>	<p><b>Summative Evidence</b> <b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Singing performance-students will sing solo-using singing voice-on correct pitch</li> <li>• Rhythm performance- students will play correct rhythms from simple notation</li> </ul>

**Formative Assessments**

- Discussion/Conversation
  - Why is music an art form? How does music make you feel? How does tempo change the way music sounds? Why do you like this music? Where do you think this song comes from?
- Teacher observation
  - Clap/play 4 beat rhythm patterns from board
  - Move to show high/low sounds
  - Move to show loud/soft sounds
  - Move to show various instruments
- Informal Written Reactions
  - Draw pictures while listening to various musical selections
- Worksheets/ Activity Pages
  - Color to show instruments
- Verbal Responses
  - Do you like what you hear? After hearing the title, what do you think this music should sound like? What music matches a sleepy, happy, sad, excited mood?
- Listening Activities
  - Is this high/low sound? Is this steady/non steady beat? Is this loud/soft? What instrument do you hear?
- Student Participation
  - Divide into instrument groups and play assigned parts.
  - Students take turns conducting class at various tempi.

**Stage 3- Learning Plan**

**Activities:**

- Vocal warm-ups
  - Begin each class by vocalizing on “Hello” song home tone
  - Sing patterns of 5 note scale tones
  - Sing patterns of various vowel sounds
  - Sing patterns of various consonant sound
- Rhythmic warm-ups
  - Echo clap/play four beat rhythm patterns
  - move to steady beat in 8 beat patterns
- Cool-down songs
  - Small movement songs
  - Lullaby’s
  - “Good-Bye” songs
- Seasonal songs
  - Songs of the seasons
  - March Melodies Songs
  - Holiday Songs
- Performance based songs
- Patriotic songs
  - “Grand Old Flag”
  - “God Bless America”
  - “This Land is Your Land”

**Strategies:**

- Mile (for critique)
  - Musical Elements
  - Improvements
  - Likes/Dislikes
  - Examples
- Performance Skills
  - Singing Voice
  - Posture
  - Breath Support
- Practice Skills
  - Various Tempi
  - Trouble-spotting
  - Reading ahead
- Active Listening
  - Look at person playing, singing or speaking
  - Do not speak/play during someone else’s turn
  - Be respectful of others’ opinions, views and efforts

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○ Computer/Internet Drills	
<b>Interdisciplinary Connections:</b>  _X_ Art- ___ Music – _X_ Physical Education – _X_ World Language – ___ Health – ___ Science – _X_ Social Studies – _X_ Mathematics – _X_ Language Arts –	
<b>Technology Connections:</b> DVD, VHS, CD Computer Software Programs Computer Generated Technology (internet, music websites, podcasts, music libraries) Smart Board	
<b>Resources:</b> The Music Connection Assorted CD's Assorted DVD's/VHS Printed Worksheets Music Together Rhythm Pies by Lena Harris Music K-8 Sheet Music Magazine	