

| Unit 1: Rhythm & Beat   |   |
|---|---|
| Content Area: Music   |   |
| Course & Grade Level: Music, Grade 1  |   |
| Summary & Rationale   |   |
| <p>Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.</p> <p>In this unit students will continue to discover that music has a pulse (beat) that can be either fast or slow. Students will distinguish between rhythm and beat, identify and create patterns using standard rhythmic notation (quarter note, eighth notes, quarter rest). These rhythmic experiences will also encourage students to understand their role within the group. Additionally, this understanding of structure can help students make connections to early literacy.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations..</p> |   |
| Recommended Pacing  |   |
| 35 Days   |   |
| National Core Arts Standards  |   |
| <b>Standard 1.1 - The Creative Process:</b> 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.  |   |
| 1.1.2.B.1   | Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores  |
| 1.1.2.B.2   | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.   |
| 1.1.2.B.3   | 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. |
| <b>Standard 1.3 - Performance:</b> 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   |   |
| 1.3.2.B.1   | Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.  |
| 1.3.2.B.3   | Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments  |

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| 1.3.2.B.5  | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.   |
| 1.3.2.B.6  | Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. |
| 1.3.2.B.7  | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues  |
| <b>Standard 1.4 - Aesthetic Responses &amp; Critique Methodologies:</b> 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.  |  |
| 1.4.2.B.1  | Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.  |
| 1.4.2.B.2  | Apply the principles of positive critique in giving and receiving responses to performances  |
| 1.4.2.B.3  | Recognize the making subject or theme in works of dance, music, theatre, and visual art.   |
| <b>Interdisciplinary Standards</b>   |  |
| 9.1.4.C.1  | Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).  |
| <b>21st Century Life &amp; Career Standards</b>  |  |
| CRP2   | Apply appropriate academic and technical skills  |
| CRP4   | Communicate clearly and effectively and with reason  |
| CRP6   | Demonstrate creativity and innovation  |
| <b>Technology Standards</b>  |  |
| 8.2  | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.                     |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>● Rhythm is one of the building blocks for the creation of music</li> <li>● Music transcends time geography and culture</li> <li>● The manipulation of elements allows the musician to create meaning</li> <li>● The process of creating can be as or more meaningful to the musician as the final product</li> <li>● Music has the power to influence ideas, meanings, perceptions, and culture.</li> <li>● Beat and rhythm evoke a physical response</li> <li>● Music has rhythmic structure which can be felt, perceived, performed, and notated</li> <li>● Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music</li> </ul> |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>● How does developing our rhythmic skills make us stronger musicians?</li> <li>● What is the value of mistakes in the musical learning process?</li> <li>● How does our knowledge of rhythm impact our aural experience?</li> <li>● What can music tell us about ourselves and our surroundings?</li> <li>● How do musicians use rhythm to express their ideas?</li> </ul>  |  |

- How do we interpret music and why are multiple interpretations acceptable?
- Does the listener need to know about the culture/genre from which a piece of music comes from in order to appreciate the piece?
- Which is more important, the composer's intention or the listener's response? Whose view is more important?

### Objectives

#### Students will know and be able to:

- Experience, identify, move, create and perform:
  - steady beat
  - beat vs. rhythm
  - beat grouping (2/4, 4/4) in preparation for meter
  - fast/slow tempi
  - Short and long sounds
  - Dynamics including: forte and piano, crescendo and decrescendo; using standard symbols
  - Rhythms using Gordon Syllables including quarter notes and eighth notes quarter rest using standard notation
- Use appropriate terminology when describing rhythm
- Self and group-critique of acquired rhythmic skills
- Aurally and kinesthetically respond to rhythmic concepts found in listening examples of various styles, cultures and genres

### Evidence of Learning

#### Assessment

Teacher observation and performance assessment

#### Competencies for 21st Century Learners

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

### Resources

- Instruments
- Recordings
- Technological resources

| Unit 2: Melody & Vocal Production  |   |
|--|---|
| Content Area: Music  |   |
| Course & Grade Level: Music, Grade 1   |   |
| Summary & Rationale  |   |
| <p>Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.</p> <p>Students will experience melodic concepts that will help develop their aural skills and gain better understanding of melodic contour and expressive qualities found in music. The voice will be the primary instrument used in this unit, as students will be encouraged to sing both collectively in groups and as individuals. The repertoire of songs will foster healthy vocal development and encourage students to make connections from rote to note. Additionally, this understanding of structure can help students make connections to early literacy.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.</p> |   |
| Recommended Pacing   |   |
| 35 Days  |   |
| National Core Arts Standards   |   |
| <b>Standard 1.1 - The Creative Process:</b> 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.   |   |
| 1.1.2.B.1  | Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores  |
| 1.1.2.B.2  | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.   |
| <b>Standard 1.2 - History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.   |   |
| 1.2.2.A.1  | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
| 1.2.2.A.2  | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.   |

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| <b>Standard 1.3 - Performance:</b> 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             |  |
| 1.3.2.B.1   | Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.   |
| 1.3.2.B.2   | Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.  |
| 1.3.2.B.4   | Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.                                     |
| 1.3.2.B.5   | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.   |
| 1.3.2.B.6   | Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.                 |
| 1.3.2.B.7   | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.   |
| <b>Standard 1.4 - Aesthetic Responses &amp; Critique Methodologies:</b> 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. |  |
| 1.4.2.A.1   | Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
| 1.4.2.A.2   | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.  |
| 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).                     |
| 1.4.2.B.2   | Apply the principles of positive critique in giving and receiving responses to performances  |
| 1.4.2.B.3   | Recognize the making subject or theme in works of dance, music, theatre, and visual art.   |
| <b>Interdisciplinary Standards</b>  |  |
| 9.1.4.C.1   | Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).  |
| <b>21st Century Life &amp; Career Standards</b>   |  |
| CRP2  | Apply appropriate academic and technical skills  |
| CRP4  | Communicate clearly and effectively and with reason  |
| CRP6  | Demonstrate creativity and innovation  |
| <b>Technology Standards</b>   |  |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.                                     |
| <b>Instructional Focus</b>  |  |

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| <b>Unit Enduring Understandings</b>  |                                       |   |                                 |
| <ul style="list-style-type: none"> <li>• Melody is one of the building blocks for the creation of music</li> <li>• Music transcends time geography and culture</li> <li>• The manipulation of elements allows the musician to create meaningful music</li> <li>• The process of creating can be as or more meaningful to the musician as the final product</li> <li>• Music has the power to influence ideas, meanings, perceptions, and culture.</li> <li>• Melody can evoke an emotional response</li> <li>• Music has a melodic structure which can be felt, perceived, performed, and notated</li> <li>• Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music</li> </ul>  |                                       |   |                                 |
| <b>Unit Essential Questions</b>  |                                       |   |                                 |
| <ul style="list-style-type: none"> <li>• How does developing our aural and vocal skills make us stronger musicians?</li> <li>• What is the value of mistakes in the musical learning process?</li> <li>• How does our knowledge of melody impact our aural experience?</li> <li>• What can music tell us about ourselves and our surroundings?</li> <li>• How do musicians use melodic contour to express their ideas?</li> <li>• How do we interpret music and why are multiple interpretations acceptable?</li> <li>• Does the listener need to know about the culture/genre from which a piece of music comes from in order to appreciate the piece?</li> <li>• Which is more important, the composer's intention or the listener's response? Whose view is more important?</li> </ul>  |                                       |   |                                 |
| <b>Objectives</b>  |                                       |   |                                 |
| <b>Students will know and be able to:</b> <ul style="list-style-type: none"> <li>• Identify high and low sounds aurally, kinesthetically, and visually</li> <li>• Create/improvise patterns that demonstrate melodic contour using manipulatives, instruments and/or body movement</li> <li>• Sing using correct solfege syllables (So, Mi, La and Do) using moveable 'Do', body signs and Curwen hand signs</li> <li>• Utilize 2,3 and 5-line staff</li> <li>• Sing songs from a variety of cultures, historical periods, and genres</li> <li>• Sing in treble clef and continue to develop vocal technique including development of the head voice</li> <li>• Demonstrate progress in matching pitch</li> <li>• Identify, demonstrate and sing dynamics from standard notation including: forte, piano, crescendo and decrescendo</li> <li>• Self and group-critique acquired melodic skills</li> <li>• Create musical phrases in response to a teacher prompt (i.e. call and response and improvisation)</li> <li>• Use appropriate terminology when describing melody and vocal production</li> <li>• Develop a repertoire of songs</li> </ul> |                                       |   |                                 |
| <b>Evidence of Learning</b>  |                                       |   |                                 |
| <b>Assessment</b>  |                                       |   |                                 |
| Teacher observation and performance assessment   |                                       |   |                                 |
| <b>Competencies for 21st Century Learners</b>  |                                       |   |                                 |
| X  | Collaborative Team Member             | X | Effective Communicator          |
| X  | Globally Aware, Active, & Responsible | X | Information Literate Researcher |

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|  | Student/Citizen                       |   |                       |
| X  | Innovative & Practical Problem Solver | X | Self-Directed Learner |
| <b>Resources</b>   |                                       |   |                       |
| <ul style="list-style-type: none"> <li>• Instruments</li> <li>• Recordings</li> <li>• Technological resources</li> </ul> |                                       |   |                       |

| Unit 3: Form  |   |
|---|---|
| Content Area: Music   |   |
| Course & Grade Level: Music, Grade 1  |   |
| Summary & Rationale   |   |
| <p>Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.</p> <p>In this unit, students will come to understand that music has structure. Students will discover that music is comprised of smaller and larger components that can be arranged to create patterns. Students will develop an understanding of how to manipulate patterns to represent the forms studied. Additionally, this understanding of structure can help students make connections to early literacy.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations</p> |   |
| Recommended Pacing  |   |
| 35 Days   |   |
| National Core Arts Standards  |   |
| <b>Standard 1.1 - The Creative Process:</b> 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.  |   |
| 1.1.2.B.1   | Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores  |
| 1.1.2.B.2   | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.   |
| 1.1.2.B.3   | 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.                 |
| 1.1.2.B.4   | Categorize families of instruments and identify their associated musical properties   |
| <b>Standard 1.2 - History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.  |   |
| 1.2.2.A.1   | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
| 1.2.2.A.2   | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.   |

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| <b>Standard 1.3 - Performance:</b> 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             |  |
| 1.3.2.B.1   | Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo  |
| 1.3.2.B.3   | Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments   |
| 1.3.2.B.5   | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.   |
| 1.3.2.B.6   | Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.                 |
| 1.3.2.B.7   | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.   |
| <b>Standard 1.4 - Aesthetic Responses &amp; Critique Methodologies:</b> 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. |  |
| 1.4.2.A.1   | Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
| 1.4.2.A.2   | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.  |
| 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).                     |
| 1.4.2.B.2   | Apply the principles of positive critique in giving and receiving responses to performances  |
| 1.4.2.B.3   | Recognize the making subject or theme in works of dance, music, theatre, and visual art.   |
| <b>Interdisciplinary Standards</b>  |  |
| 9.1.4.C.1   | Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).  |
| <b>21st Century Life &amp; Career Standards</b>   |  |
| CRP2  | Apply appropriate academic and technical skills  |
| CRP4  | Communicate clearly and effectively and with reason  |
| CRP6  | Demonstrate creativity and innovation  |
| <b>Technology Standards</b>   |  |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.                                     |
| <b>Instructional Focus</b>  |  |
| <b>Unit Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"> <li>Understanding musical form is one of the building blocks for the creation of music</li> <li>Music transcends time geography and culture</li> </ul>   |  |

- The manipulation of structure allows the musician to create meaningful music
- The process of creating can be as or more meaningful to the musician as the final product
- Music has the power to influence ideas, meanings, perceptions, and culture.
- Form encourages an awareness and appreciation of beauty and the design of music
- Music has formal structure which can be felt, perceived, performed, and notated
- Form has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music

### Unit Essential Questions

- How does developing an understanding of form make us stronger musicians?
- What is the value of mistakes in the musical learning process?
- How does our knowledge of form impact our aural experience?
- What can music tell us about ourselves and our surroundings?
- How can structure help musicians express their ideas?
- How do we interpret music and why are multiple interpretations acceptable?
- Does the listener need to know about the culture/genre from which a piece of music comes from in order to appreciate the piece?
- Which is more important, the composer's intention or the listener's response? Whose view is more important?

### Objectives

#### Students will know and be able to:

- Sing and play a variety of forms and textures, including: unison, ostinato, bordun, and ABA
- Identify traditional musical forms (binary, repeat sign and ABA)
- Apply appropriate vocabulary when describing musical form
- Listen and respond to various forms through movement
- Create musical form using patterns

### Evidence of Learning

#### Assessment

Teacher observation and performance assessment

#### Competencies for 21st Century Learners

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

### Resources

- Instruments
- Recordings
- Technological resources

| Unit 4: Instrumental  |  |
|---|--|
| Content Area: Music   |  |
| Course & Grade Level: Music, Grade K  |  |
| Summary & Rationale   |  |
| <p>Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.</p> <p>Students will have the opportunity to practice musical skills gained in this course on classroom instruments. Students will experience a variety of activities designed to foster proper playing technique, aural skill development, creativity, and expression. Students will be able to thoughtfully choose and play instruments based on their knowledge of timbre.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations</p> |  |
| Recommended Pacing  |  |
| 35 Days   |  |
| National Core Arts Standards  |  |
| <b>Standard 1.1 - The Creative Process:</b> 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.  |  |
| 1.1.2.B.2   | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.  |
| 1.1.2.B.4   | Categorize families of instruments and identify their associated musical properties..  |
| <b>Standard 1.2 - History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.  |  |
| 1.2.2.A.1   | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures |
| 1.2.2.A.2   | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.  |
| <b>Standard 1.3 - Performance:</b> 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   |  |
| 1.3.2.B.1   | Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.   |

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| 1.3.2.B.3   | Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments   |
| 1.3.2.B.5   | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.   |
| 1.3.2.B.6   | Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.                 |
| 1.3.2.B.7   | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.   |
| <b>Standard 1.4 - Aesthetic Responses &amp; Critique Methodologies:</b> 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.   |  |
| 1.4.2.A.1   | Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
| 1.4.2.A.2   | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning   |
| 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).                     |
| 1.4.2.B.2   | Apply the principles of positive critique in giving and receiving responses to performances  |
| 1.4.2.B.3   | Recognize the making subject or theme in works of dance, music, theatre, and visual art.   |
| <b>Interdisciplinary Standards</b>  |  |
| 9.1.4.C.1   | Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).  |
| <b>21st Century Life &amp; Career Standards</b>   |  |
| CRP2  | Apply appropriate academic and technical skills  |
| CRP4  | Communicate clearly and effectively and with reason  |
| CRP6  | Demonstrate creativity and innovation  |
| <b>Technology Standards</b>   |  |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.                                     |
| <b>Instructional Focus</b>  |  |
| <b>Unit Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"> <li>Understanding instrumental timbre is one of the building blocks for the creation of music</li> <li>Music transcends time, geography, and culture</li> <li>The proper use of instruments allows the musician to create meaningful music</li> <li>The process of creating can be as or more meaningful to the musician as the final product</li> <li>Music has the power to influence ideas, meanings, perceptions, and culture</li> <li>Playing instruments musically, with proper dynamics, can evoke an emotional response</li> </ul> |  |

|   |   |   |                                 |
|---|---|---|---------------------------------|
| <ul style="list-style-type: none"> <li>• Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music</li> </ul>   |   |   |                                 |
| <b>Unit Essential Questions</b>   |   |   |                                 |
| <ul style="list-style-type: none"> <li>• How does developing our playing skills make us stronger musicians?</li> <li>• What is the value of mistakes in the musical learning process?</li> <li>• How does our knowledge of instrument timbre impact our aural experience?</li> <li>• What can music tell us about ourselves and our surroundings?</li> <li>• How do musicians use tone color to express and enhance their ideas?</li> <li>• How do we interpret music and why are multiple interpretations acceptable?</li> <li>• Does the listener need to know about the culture/genre from which a piece of music comes from in order to appreciate the piece?</li> <li>• Which is more important, the composer's intention or the listener's response? Whose view is more important?</li> </ul> |   |   |                                 |
| <b>Objectives</b>   |   |   |                                 |
| <b>Students will know and be able to:</b> <ul style="list-style-type: none"> <li>• Demonstrate proper care and use of classroom instruments</li> <li>• Perform steady beat and notated rhythm patterns on classroom instruments</li> <li>• Perform on instruments while demonstrating dynamics</li> <li>• Use appropriate labels when describing classroom instruments</li> <li>• Experience a variety of instrumental timbres through historical and cultural music examples</li> </ul>  |   |   |                                 |
| <b>Evidence of Learning</b>   |   |   |                                 |
| <b>Assessment</b>   |   |   |                                 |
| Teacher observation and performance assessment  |   |   |                                 |
| <b>Competencies for 21st Century Learners</b>   |   |   |                                 |
| X   | Collaborative Team Member                             | X | Effective Communicator          |
| X   | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X   | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |
| <b>Resources</b>  |   |   |                                 |
| <ul style="list-style-type: none"> <li>• Instruments</li> <li>• Recordings</li> <li>• Technological resources</li> </ul>  |   |   |                                 |