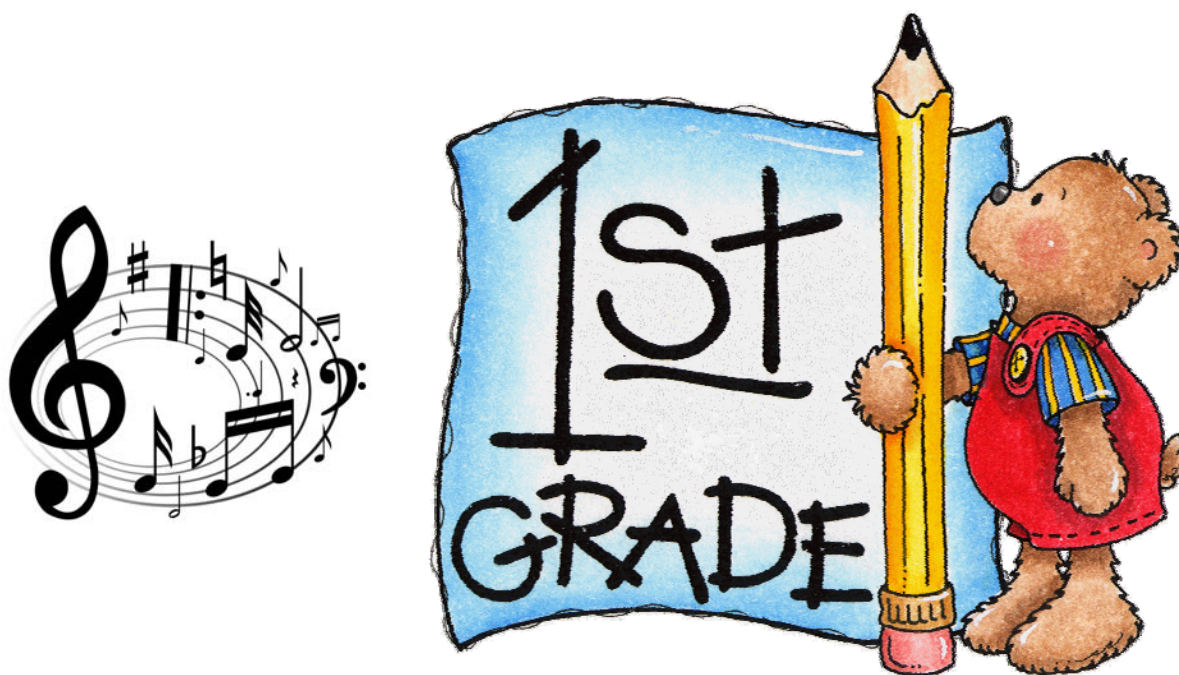


Lower Township School District  
Cape May, New Jersey

# Music

# Instructional Units



## MUSIC INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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# Unit 1

# Articulation

Unit Overview	
<b>Content Area: Performing Arts/Music</b>	
<b>Unit Title: Exploring the Elements of Music</b>	<b>Unit: Articulation</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: Students will understand the importance of articulation within a composition. They will identify articulation notation. They will execute different articulation markings within their own performance.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
<b>1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	<b>21<sup>st</sup> Century Life &amp; career Skill:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Ear training and listening skill are prerequisites for musical literacy</li> <li>• The elements of music are foundational to basic literacy</li> <li>• Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm</li> <li>• Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent</li> <li>• The nature of the 21<sup>st</sup> century workplace has shifted, demanding greater individual accountability, productivity, and collaboration</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
<b>1.1.2.B.3</b>	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>1.3.2.B.2</b>	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<b>9.1.4.F.2</b>	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom and extra-curricular activities.
Unit Essential Questions	Unit Understandings
<ul style="list-style-type: none"> <li>• How does articulation affect music?</li> <li>• How does a performer create articulation?</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth vs. Detached</li> <li>• Diction/Pronunciation</li> </ul>
Unit Learning Targets (Outcomes) –	
<i>Students will ...</i>	
<ul style="list-style-type: none"> <li>• Identify articulation markings within compositions</li> <li>• Apply articulation throughout their repertoire</li> <li>• Recognize the importance of using articulation in a song</li> </ul>	

<b>Integration of Technology:</b> Computer web-based programs
<b>Technology Resources:</b> <a href="http://www.sfskids.org">www.sfskids.org</a> , <a href="http://www.youtube.com">www.youtube.com</a> , <a href="http://www.dsokids.com">www.dsokids.com</a> , <a href="http://www.nyphilkids.org">www.nyphilkids.org</a> , <a href="http://pbskids.org">pbskids.org</a> , <a href="http://artsalive.ca">artsalive.ca</a> , etc.
<b>Opportunities for Differentiation:</b> Give instructions using a variety of modalities, offer independent music activities.
<b>Teacher Notes:</b>

<b>Primary interdisciplinary connections:</b> Language Arts, Phys Ed, Art
<b>21<sup>st</sup> century themes:</b> <u>Learning and Innovation Skills:</u> (1) Creativity and Innovation (2) Critical Thinking and Problem Solving

<b>Evidence of Learning</b>
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<b>Summative Assessment</b>
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The students will be able to recognize articulations within a composition. The students will use different articulation techniques in their performances.

<p><b>Equipment needed:</b></p> <ul style="list-style-type: none"> <li>♦ Textbooks</li> <li>♦ Teacher created materials</li> <li>♦ Recordings</li> <li>♦ Instruments</li> <li>♦ Computer/web-based programs</li> <li>♦ Listening maps</li> <li>♦ Websites: <a href="http://www.sfskids.org">www.sfskids.org</a>, <a href="http://www.youtube.com">www.youtube.com</a>, <a href="http://www.dsokids.com">www.dsokids.com</a>, <a href="http://www.nyphilkids.org">www.nyphilkids.org</a>, <a href="http://pbskids.org">pbskids.org</a>, <a href="http://artsalive.ca">artsalive.ca</a>, etc.</li> <li>♦ Music K-8, Music Express, etc.</li> <li>♦ Manipulatives: kazoos, tubes, etc.</li> <li>♦ Songs: Grandfather’s Clock, Syncopated Clock, Carnival of the Animals, Twinkle Twinkle (Mozart var.), The Train Song, Betty Botter, etc</li> </ul>
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<b>Teacher Instructional Resources:</b>
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<b>Formative Assessments</b>
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<ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Critique</li> <li>♦ Class Participation</li> </ul>	<ul style="list-style-type: none"> <li>♦ Group/ Individual oral assessment</li> <li>♦ Self-Assessment</li> </ul>
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ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> <li>♦ Perform songs of various articulations</li> <li>♦ Perform songs of various styles</li> <li>♦ Manipulate the style/articulations of a song</li> <li>♦ Use movement to show the articulation of a song</li> </ul>	

## Unit 2

# Dynamic: Exploring the Elements of Music

Unit Overview	
<b>Content Area: Performing Arts/Music</b>	
<b>Unit Title: Exploring the Elements of Music</b>	<b>Unit: Dynamic</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: Students will understand the importance of dynamic expression within a composition. They will recognize dynamic shifts within a piece. They will execute different dynamic levels within their own performance.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
<b>1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	<b>21<sup>st</sup> Century Life &amp; career Skill:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Ear training and listening skill are prerequisites for musical literacy</li> <li>• The elements of music are foundational to basic literacy</li> <li>• Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm</li> <li>• The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent</li> <li>• The nature of the 21<sup>st</sup> century workplace has shifted, demanding greater individual accountability, productivity, and collaboration</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
<b>1.1.2.B.3</b>	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>1.3.2.B.1</b>	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<b>9.1.4.F.2</b>	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom and extra-curricular activities.
<u>Unit Essential Questions</u>	<u>Unit Understandings</u>
<ul style="list-style-type: none"> <li>• How do dynamics affect music?</li> <li>• Does <u>changing</u> the dynamics affect the music?</li> <li>• Are dynamics important in the creation of music?</li> <li>• How does a performer create dynamics?</li> </ul>	<ul style="list-style-type: none"> <li>• Loud/Soft/Medium</li> <li>• Louder/ Softer</li> <li>• Getting Louder/Getting Softer</li> </ul>

<b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i>	
<ul style="list-style-type: none"> <li>♦ Identify dynamic changes within compositions</li> <li>♦ Use dynamic diversity throughout their repertoire</li> <li>♦ Recognize the importance of using dynamic expression</li> </ul>	
<b>Integration of Technology:</b> Computer web-based programs	
<b>Technology Resources:</b> <a href="http://www.sfskids.org">www.sfskids.org</a> , <a href="http://www.youtube.com">www.youtube.com</a>	
<b>Opportunities for Differentiation:</b> Give instructions using a variety of modalities, offer independent music activities.	
<b>Teacher Notes:</b>	

<b>Primary interdisciplinary connections:</b> Language Arts, Phys Ed	
<b>21<sup>st</sup> century themes:</b>	
<ol style="list-style-type: none"> <li>1. Learning and Innovation Skills</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking and Problem Solving</li> </ol>	

Evidence of Learning	
Summative Assessment	
The students will be able to recognize dynamic change within a composition. The students will use different dynamic levels in their performances.	
<b>Equipment needed:</b>	
<ul style="list-style-type: none"> <li>♦ Textbooks</li> <li>♦ Flashcards</li> <li>♦ Recordings</li> <li>♦ Instruments</li> <li>♦ Computer/web-based programs</li> <li>♦ Manipulatives (i.e. scarves, rhythm sticks, etc.)</li> <li>♦ Websites: <a href="http://www.sfskids.org">www.sfskids.org</a>, <a href="http://www.youtube.com">www.youtube.com</a>, etc.</li> <li>♦ Music K-8, Music Express, etc.</li> <li>♦ <b>Songs:</b> John Jacob Jingle-Heimer Schmidt, Boom Chicka Boom, Grizzly Bear, Old Gray Cat, Surprise Symphony, Engine Engine #9, etc.</li> </ul>	
<b>Teacher Instructional Resources:</b>	

Formative Assessments	
<ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Critique</li> <li>♦ Class Participation</li> </ul>	<ul style="list-style-type: none"> <li>♦ Group/ Individual oral assessment</li> <li>♦ Self-Assessment</li> </ul>

# Unit 3

# Music History / Culture



Unit Overview	
<b>Content Area: Performing Arts/ Music</b>	
<b>Unit Title: Music History/Culture</b>	<b>Unit: History</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: Musicians will be able to critique and analyze music from selected composers and genres. Students will become better appreciators and consumers of music history. A plethora of media, materials, compositions and instruments are available to better distinguish different music genres throughout music history.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.2</b>	<b>History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.
<b>1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	<b>21<sup>st</sup> Century Life &amp; career Skill:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Ear training and listening skill are prerequisites for musical literacy</li> <li>• The elements of music are foundational to basic literacy</li> <li>• Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm</li> <li>• Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.</li> <li>• Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</li> <li>• The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</li> <li>• Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</li> <li>• Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</li> <li>• Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent.</li> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>• Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
<b>1.1.2.B.3</b>	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>1.1.2.B.4</b>	Categorize families of instruments and identify their associated musical properties.

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<b>1.2.2.A.1</b>	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.		
<b>1.2.2.A.2</b>	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.		
<b>1.4.2.A.1</b>	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.)		
<b>1.4.2.A.2</b>	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.		
<b>1.4.2.B.1</b>	Observe the basic art elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.		
<b>1.4.2.B.2</b>	Apply the principles of positive critique in giving and receiving responses to performances.		
<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
<b>9.1.4.A.1</b>	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
<b>9.1.4.A.5</b>	Apply critical thinking and problem-solving skills in classroom and family settings.		
<b>9.1.4.B.1</b>	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
<b>7.1.NM.A.1</b>	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.		
<b>7.1.NM.A.2</b>	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		
<b>7.1.NM.A.3</b>	Recognize a few common gestures and cultural practices associated with the target culture(s).		
<b>7.1.NM.A.4</b>	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
<b>7.1.NM.A.5</b>	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		
<b>7.1.NM.B.3</b>	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
<b>7.1.NM.B.5</b>	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
<b>7.1.NM.C.2</b>	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
<b>7.1.NM.C.4</b>	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How does music sound in different cultures/regions?</li> <li>• How does music sound in different time periods in history?</li> <li>• How has music changed over time?</li> <li>• Why is it important to be exposed to music from different cultures?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Introduce American music i.e. Patriotic, Jazz, Slave, Folk, Rock, Rap, HipHop, Latin America, Musicals, etc.</li> <li>• Introduce Western Music</li> <li>• Introduce Non-Western Music</li> <li>• Introduce influential composers from American, Western and Nonwestern music</li> <li>• Relationship of music within the arts (art, dance, etc.)</li> <li>• Instruments used in various cultures and time periods</li> <li>• Improvisation</li> </ul> </td> </tr> </table>		<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How does music sound in different cultures/regions?</li> <li>• How does music sound in different time periods in history?</li> <li>• How has music changed over time?</li> <li>• Why is it important to be exposed to music from different cultures?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Introduce American music i.e. Patriotic, Jazz, Slave, Folk, Rock, Rap, HipHop, Latin America, Musicals, etc.</li> <li>• Introduce Western Music</li> <li>• Introduce Non-Western Music</li> <li>• Introduce influential composers from American, Western and Nonwestern music</li> <li>• Relationship of music within the arts (art, dance, etc.)</li> <li>• Instruments used in various cultures and time periods</li> <li>• Improvisation</li> </ul>
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<p><b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Study and analyze music of composers that have impacted the development of music history</li> <li>• Will be briefed on each composers biography</li> <li>• Identify timbre and mood of each composition</li> <li>• Use music terminology appropriately</li> </ul>			

<b>Integration of Technology:</b> Computer web-based programs
<b>Technology Resources:</b> <a href="http://www.sfskids.org">www.sfskids.org</a> , <a href="http://www.youtube.com">www.youtube.com</a> , <a href="http://www.dsokids.com">www.dsokids.com</a> , <a href="http://www.nyphilkids.org">www.nyphilkids.org</a> , <a href="http://pbskids.org">pbskids.org</a> ,
<b>Opportunities for Differentiation:</b> Give instructions using a variety of modalities, offer independent music activities.
<b>Teacher Notes:</b> * The actual music selections may vary from year to year
<b>Primary interdisciplinary connections:</b> Language Arts, Phys Ed, Art
<b>21<sup>st</sup> century themes:</b> <ol style="list-style-type: none"> <li>1. Learning and Innovation Skills</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking and Problem Solving</li> </ol>

**Evidence of Learning**

<b>Summative Assessment</b>
Students will engage in an open discussion. They will describe the timbre, mood and tonality of each composer's composition by using appropriate music terminology.
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>♦ Textbooks</li> <li>♦ Accent on Composers</li> <li>♦ Teacher created materials (powerpoints, composer of the month)</li> <li>♦ Recordings</li> <li>♦ Maps</li> <li>♦ Instruments</li> <li>♦ Computer/web-based programs</li> <li>♦ Listening maps</li> <li>♦ Websites: <a href="http://www.sfskids.org">www.sfskids.org</a>, <a href="http://www.youtube.com">www.youtube.com</a>, <a href="http://www.dsokids.com">www.dsokids.com</a>, <a href="http://www.nyphilkids.org">www.nyphilkids.org</a>, <a href="http://pbskids.org">pbskids.org</a>, etc.</li> <li>♦ Music K-8, Music Express, etc.</li> </ul>

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Critique</li> <li>♦ Class Participation</li> </ul>	<ul style="list-style-type: none"> <li>♦ Group/ Individual oral assessment</li> <li>♦ Self-Assessment</li> </ul>

<u>ACTIVITIES</u>	<u>MATERIALS</u>
♦ Listening to music from different time periods and cultures	♦ Various recordings
♦ Performing music from different time periods and cultures	♦ Selected instruments
♦ Discuss composers and instruments from different time periods and cultures	
♦ Learn dances and games from different time periods and cultures (i.e. square dance, ballet, folk dances, etc.)	
♦ Explore the connection between music and cultural/traditional holidays	
♦ Perform music in different languages	

# Unit 4

## History

# Melody / Harmony

Unit Overview	
<b>Content Area: Performing Arts/ Music</b>	
<b>Unit Title: Exploring the Elements of Music</b>	<b>Unit: Melody/Harmony</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: Students will be exposed to repertoire that shifts in modality and tonality. They will describe the melodic and harmonic contour of a composition.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
<b>1.4</b>	<b>Aesthetic Reponses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	<b>21<sup>st</sup> Century Life &amp; career Skill:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Ear training and listening skills are prerequisites for musical literacy.</li> <li>• The elements of music are foundational to basic music literacy.</li> <li>• Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</li> <li>• Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.</li> <li>• The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>• Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</li> <li>• Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.</li> <li>• Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.</li> <li>• Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</li> <li>• Actors use voice and movement as tools for storytelling.</li> <li>• Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent.</li> <li>• The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</li> <li>• Ethical behaviors support human rights and dignity in all aspects of life.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

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<b>1.1.2.B.3</b>	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>1.1.2.B.4</b>	Categorize families of instruments and identify their associated musical properties.
<b>1.3.2.B.1</b>	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
<b>1.3.2.B.2</b>	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
<b>1.3.2.B.3</b>	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
<b>1.3.2.B.4</b>	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.
<b>1.3.2.B.7</b>	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
<b>1.3.2.C.2</b>	Use voice and movement in solo, paired, and group pantomimes and improvisations.
<b>1.4.2.A.3</b>	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.
<b>1.4.2.A.4</b>	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<b>9.1.4.F.2</b>	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom and extra-curricular activities.
<b>9.1.4.F.3</b>	Explain the importance of understanding and following rules in family, classroom, and community settings.

**Unit Essential Questions**

- Why is the melody/harmony important?
- Does changing the melody affect the music?
- How is the melody/harmony created?

**Unit Understandings**

**Melody vs. Harmony**

- Identify characteristics of Melody
- Identify characteristics of Harmony
- Introduce appropriate melody terminology and symbols: Pitch letter names, range and register, Steps/skips, ostinato, major and minor, etc.
- Introduce appropriate harmony terminology and symbols: major and minor, different types of harmony (2 part, etc.), SA, etc.
- Scales: major and minor
- Melodic direction
- Modes
- Improvisation

**Unit Learning Targets (Outcomes) –**

*Students will ...*

- Develop an appropriate singing voice
- Identify the melodic contour of a piece
- Identify characteristics of Melody
- Identify characteristics of Harmony

**Integration of Technology:** Computer web-based programs

**Technology Resources:** [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com)

**Opportunities for Differentiation:** Give instructions using a variety of modalities, offer independent music activities.

**Teacher Notes:**

**Primary interdisciplinary connections:** Language Arts

**21<sup>st</sup> century themes:**

1. Learning and Innovation Skills
2. Creativity and Innovation
3. Critical Thinking and Problem Solving

**Evidence of Learning**

**Summative Assessment**

Students will develop the ability to express the melodic contour of a composition using appropriate music terminology. They will be able to identify when a song selection shifts in modality and tonality.

**Equipment needed:**

- ♦ Textbooks
- ♦ Flashcards
- ♦ Recordings
- ♦ Instruments
- ♦ Computer/web-based programs
- ♦ Manipulatives (i.e. scarves, pipe cleaners, wire, cotton balls, popsicle sticks, etc.)
- ♦ Listening maps
- ♦ Websites: [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com)

**Formative Assessments**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Critique</li> <li>♦ Class Participation</li> </ul> | <ul style="list-style-type: none"> <li>♦ Group/ Individual oral assessment</li> <li>♦ Self-Assessment</li> </ul> |
|--|--|

ACTIVITIES	MATERIALS
♦ Practice pitch matching	
♦ Practice recognizing and identifying home tone	
♦ Explore the relationship between tones in music (i.e. steps, skips, jumps, etc.)	
♦ Sing melodic patterns in echo and call-response forms	
♦ Create/perform melodic and harmonic ostinatos	
♦ Create/perform simple melodies	
♦ Explore how different modalities affect the mood of a piece	
♦ Use movement and art to explore melodic contour	
♦ Use manipulatives to demonstrate melodic contour	♦ wire, pipe cleaners, cotton balls, scarves, etc.
♦ Use canons and rounds to introduce the concept of harmony	♦ Music K-8, Music Express, etc.

# Unit 5

## Rhythm / Meter



Unit Overview	
<b>Content Area: Performing Arts/Music</b>	
<b>Unit Title: Exploring the Elements of Music</b>	<b>Unit: Rhythm/Meter</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: The students will learn to create and perform music with steady beat fluidity. The students will create and perform music using rhythm notation.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
<b>1.4</b>	<b>Aesthetic Reponses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	<b>21<sup>st</sup> Century Life &amp; career Skill:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Ear training and listening skill are prerequisites for musical literacy.</li> <li>• The elements of music are foundational to basic music literacy.</li> <li>• Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</li> <li>• The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.</li> <li>• The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>• Improvisation is a foundational skill for music composition.</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent.</li> <li>• Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</li> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>• Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the <a href="#">elements of music</a> through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
<b>1.1.2.B.3</b>	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>1.3.2.A.2</b>	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
<b>1.3.2.B.1</b>	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
<b>1.3.2.B.5</b>	Improvise short tonal and rhythmic patterns over <a href="#">ostinatos</a> , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

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<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<b>1.4.2.A.4</b>	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<b>9.1.4.A.1</b>	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
<b>9.1.4.B.1</b>	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ How do we experience rhythm in music?</li> <li>♦ How do we experience rhythm in our daily lives?</li> <li>♦ How does meter affect music?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Duple/Triple</li> <li>♦ Introduction to note values: Quarter Note, Eighth Note, Quarter Rest, Half Note, Whole Note</li> <li>♦ Steady Beat</li> <li>♦ Improvisation</li> </ul>
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**Unit Learning Targets (Outcomes) –**  
*Students will ...*

- ♦ Maintain steady beat movement
- ♦ Learn rhythm through music notation
- ♦ Will perform steady rhythm on a wide variety of instruments

**Integration of Technology:** Computer web-based programs

**Technology Resources:** [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com),

**Opportunities for Differentiation:** Give instructions using a variety of modalities, offer independent music activities.

**Teacher Notes:**

**Primary interdisciplinary connections:** Language Arts, Art, Phys Ed

- 21<sup>st</sup> century themes:**
1. Learning and Innovation Skills
  2. Creativity and Innovation
  3. Critical Thinking and Problem Solving

**Evidence of Learning**

**Summative Assessment**

The students will learn to create and perform music with steady beat fluidity. The students will create and perform music using rhythm notation.

- Equipment needed:**
- ♦ Textbooks
  - ♦ Flashcards
  - ♦ Recordings
  - ♦ Instruments
  - ♦ Computer/web-based programs
  - ♦ Manipulatives (i.e. Balls, rhythm sticks, popsicle sticks, bean bags, etc.)
  - ♦ Listening maps
  - ♦ Websites: [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com)
  - ♦ Music K-8, Music Express, etc.
  - ♦ **Songs:** Loose Tooth, Hamburger Rhythms, Recycle Rap, Button Factory, Whether the Weather, Double Double This This, EleTelePhony (Laura Elizabeth Richards), Boom Chicka Boom, etc.

**Formative Assessments**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Critique</li> <li>♦ Class Participation</li> </ul> | <ul style="list-style-type: none"> <li>♦ Group/ Individual oral assessment</li> <li>♦ Self-Assessment</li> </ul> |
|--|--|

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ACTIVITIES	MATERIALS
♦ Locomotor and Non-locomotor movement to steady beat (i.e. marching, tapping, swaying, etc.)	
♦ Body percussion (clapping, patting, snapping, etc.)	
♦ Listening activities to recognize steady vs. non steady beat	
♦ Use of classroom percussion	rhythm sticks, boomwhackers, drums, Orff instruments, etc.)
♦ Creating/improvise rhythms at different tempos	
♦ Perform and improvise rhythms in duple and triple meter	
♦ Use movement to show rhythms	
♦ Recognize and demonstrate the difference between strong/weak beats	

# Unit 6

# Tempo

Unit Overview	
<b>Content Area: Performing Arts/Music</b>	
<b>Unit Title: Exploring the Elements of Music</b>	<b>Unit: Tempo</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: Students will understand the importance of tempo markings within a composition. They will recognize possible tempo changes within a piece. They will implement a vast variety of tempo markings within their own performances.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
<b>1.4</b>	<b>Aesthetic Reponses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	<b>21<sup>st</sup> Century Life &amp; career Skill:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>♦ Ear training and listening skill are prerequisites for musical literacy</li> <li>♦ The elements of music are foundational to basic literacy</li> <li>♦ Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm</li> <li>♦ The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.</li> <li>♦ The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>♦ Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</li> <li>♦ Contextual clues are embedded in works of art and provide insight into artistic intent.</li> <li>♦ The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
<b>1.1.2.B.3</b>	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>1.3.2.A.2</b>	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
<b>1.3.2.B.1</b>	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
<b>1.4.2.A.4</b>	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
<b>9.1.4.A.1</b>	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
<b>9.1.4.A.5</b>	Apply critical thinking and problem-solving skills in classroom and family settings.		
<b>9.1.4.B.1</b>	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does tempo affect music?</li> <li>• Does changing the tempo affect the music?</li> <li>• Is tempo important in the creation of music?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Unit Understandings</b> <ul style="list-style-type: none"> <li>• Faster/Slower</li> <li>• Getting Faster/Getting Slower</li> </ul> </td> </tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does tempo affect music?</li> <li>• Does changing the tempo affect the music?</li> <li>• Is tempo important in the creation of music?</li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>• Faster/Slower</li> <li>• Getting Faster/Getting Slower</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does tempo affect music?</li> <li>• Does changing the tempo affect the music?</li> <li>• Is tempo important in the creation of music?</li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>• Faster/Slower</li> <li>• Getting Faster/Getting Slower</li> </ul>		
<b>Unit Learning Targets (Outcomes) –</b>			
<i>Students will ...</i>			
<ul style="list-style-type: none"> <li>• Identify tempo changes within compositions</li> <li>• Use a variety of tempo markings throughout their repertoire</li> <li>• Recognize the importance and affect tempo can portray in musical expression</li> </ul>			
<b>Integration of Technology:</b> Computer web-based programs			
<b>Technology Resources:</b> <a href="http://www.sfskids.org">www.sfskids.org</a> , <a href="http://www.youtube.com">www.youtube.com</a>			
<b>Opportunities for Differentiation:</b> Give instructions using a variety of modalities, offer independent music activities.			
<b>Teacher Notes:</b>			
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Phys Ed			
<b>21<sup>st</sup> century themes:</b>			
<ol style="list-style-type: none"> <li>1. Learning and Innovation Skills</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking and Problem Solving</li> </ol>			

**Evidence of Learning**

**Summative Assessment**

The students will be able to recognize tempo change within a composition. The students will perform pieces using a variety of tempo markings.

**Equipment needed:**

- Textbooks
- Flashcards
- Recordings
- Instruments
- Computer/web-based programs
- Manipulatives (i.e. Balls, rhythm sticks, etc.)
- Websites: [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com), etc.
- Music K-8, Music Express, etc.
- Songs: Hall of the Mountain King, Race You Down the Mountain, Engine Engine #9, Merry Go Round, Chicken Dance, Hokey Pokey, Pull My Ears, Head Shoulders Knees and Toes, Che Che Koolay, etc.

**Formative Assessments**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Critique</li> <li>• Class Participation</li> </ul> | <ul style="list-style-type: none"> <li>• Group/ Individual oral assessment</li> <li>• Self-Assessment</li> </ul> |
|--|--|

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<u>ACTIVITIES</u>	<u>MATERIALS</u>
♦ Locomotor and non-locomotor movement to steady beat (i.e. marching, tapping, swaying, etc)	
♦ Body percussion (clapping, patting, snapping, etc.)	
♦ Listening activities to recognize steady vs. non steady beat	
♦ Use of classroom percussion	♦ rhythm sticks, boomwhackers, drums, Orff instruments, etc.
♦ Performing a song at different tempos to compare how it changes	
♦ Create/improvise rhythms at different tempos	

# Unit 7

## Texture / Form



Unit Overview	
<b>Content Area: Performing Arts/Music</b>	
<b>Unit Title: Exploring the Elements of Music</b>	<b>Unit: Texture/Form</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: The students will analyze the form and texture of selected repertoire. A plethora of media, materials, compositions and instruments are available to better identify the form and texture of a song.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
<b>1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	<b>21<sup>st</sup> Century Life &amp; career Skill:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Ear training and listening skill are prerequisites for musical literacy.</li> <li>• The elements of music are foundational to basic music literacy.</li> <li>• Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</li> <li>• The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.</li> <li>• The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>• Improvisation is a foundational skill for music composition.</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent.</li> <li>• Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</li> <li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
<b>1.1.2.B.3</b>	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>1.3.2.A.2</b>	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
<b>1.3.2.B.1</b>	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
<b>1.3.2.B.5</b>	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<b>1.4.2.A.4</b>	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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<b>9.1.4.C.1</b>	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
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<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ How does texture/form affect the music?</li> <li>♦ Is form necessary?</li> <li>♦ How can texture/form be manipulated?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Introduce various forms i.e. AB, ABA, theme and variations, solo vs. ensemble, call and response, introduction and coda, finale, movement, trio, duet, round, verse, chorus, refrain, etc.</li> <li>♦ Introduce form terminology: repeat, coda, endings, introduction, del signo, etc.</li> <li>♦ Introduce students to various textures i.e. ostinato, echo songs, partner songs, descants, rounds and canons, accompanied vs. unaccompanied, etc.</li> <li>♦ Introduce texture terminology: thick, thin, layered, accompaniment vs. unaccompanied, etc.</li> <li>♦ Phrasing</li> <li>♦ Improvisation</li> </ul>
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**Unit Learning Targets (Outcomes) –**  
*Students will ...*

- ♦ Understanding and analyze the forms of music compositions
- ♦ Understand and analyze the texture within a selected composition
- ♦ Learn and use appropriate music terminology the better describes the form and texture of a song

**Integration of Technology:** Computer web-based programs

**Technology Resources:** [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com), [www.dsokids.com](http://www.dsokids.com), [www.nyphilkids.org](http://www.nyphilkids.org), [pbskids.org](http://pbskids.org),

**Opportunities for Differentiation:** Give instructions using a variety of modalities, offer independent music activities.

**Teacher Notes:**

**Primary interdisciplinary connections:** Language Arts, Phys Ed, Art

- 21<sup>st</sup> century themes:**
1. Learning and Innovation Skills
  2. Creativity and Innovation
  3. Critical Thinking and Problem Solving

**Evidence of Learning**

**Summative Assessment**

The Students will analyze and understand the form and texture of a music composition. They will use appropriate music terminology to describe the each composition.

**Equipment needed:**

- ♦ Textbooks
- ♦ Teacher created materials
- ♦ Recordings
- ♦ Instruments
- ♦ Computer/web-based programs
- ♦ Websites: [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com), [www.dsokids.com](http://www.dsokids.com), [www.nyphilkids.org](http://www.nyphilkids.org), [pbskids.org](http://pbskids.org), etc.
- ♦ Music K-8, Music Express, etc.
- ♦ **Song Examples:** Brother John/Frere Jacques, Row Row Row Your Boat, Make New Friends, Canoe Song, Sandy Land, Shoe Fly, Bow Belinda, etc

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<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Critique</li> <li>♦ Class Participation</li> </ul>	<ul style="list-style-type: none"> <li>♦ Group/ Individual oral assessment</li> <li>♦ Self-Assessment</li> </ul>

<u><b>ACTIVITIES</b></u>	<u><b>MATERIALS</b></u>
<ul style="list-style-type: none"> <li>♦ Locomotor and Non-locomotor movement to show form (i.e. marching, tapping, swaying, etc.)</li> <li>♦ Body percussion (clapping, patting, snapping, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>♦ Use of classroom percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>♦ rhythm sticks, boomwhackers, drums, Orff instruments, etc.</li> </ul>
<ul style="list-style-type: none"> <li>♦ Identify the form of a piece through listening activities</li> </ul>	<ul style="list-style-type: none"> <li>♦ Various recordings</li> </ul>
<ul style="list-style-type: none"> <li>♦ Perform various forms and textures (i.e. rounds, partner songs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Music K-8</li> </ul>
<ul style="list-style-type: none"> <li>♦ Manipulate the form/texture of a song through improvisation and composition</li> </ul>	

# Unit 8

## Tone Color / Pitch

Unit Overview	
<b>Content Area: Performing Arts/ Music</b>	
<b>Unit Title: Exploring the Elements of Music</b>	<b>Unit: Tone Color/Pitch</b>
<b>Target Course/Grade Level: 1<sup>st</sup> Grade</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: The musicians will learn how tone and pitch is produced. The students will understand the difference in tone and pitch quality. They will differentiate tone and pitch production using a variety of music materials.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
<b>1.4</b>	<b>Aesthetic Reponses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
<b>9.1</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>♦ Ear training and listening skill are prerequisites for musical literacy</li> <li>♦ The elements of music are foundational to basic literacy</li> <li>♦ Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm</li> <li>♦ The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>♦ Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</li> <li>♦ Voice and movement have broad ranges of expressive potential.</li> <li>♦ Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</li> <li>♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> <li>♦ The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.2.B.1</b>	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
<b>1.1.2.B.2</b>	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
<b>1.1.2.B.3</b>	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>1.3.2.B.1</b>	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
<b>1.3.2.B.2</b>	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

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<b>1.4.2.B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
<b>1.3.2.C.3</b>	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.		
<b>1.4.2.A.1</b>	Identify aesthetic qualities of <u>exemplary works</u> 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.).		
<b>1.4.2.A.3</b>	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).		
<b>9.1.4.C.1</b>	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>9.1.4.A.1</b>	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
<b>9.1.4.A.2</b>	Evaluate available resources that can assist in solving problems		
<b>9.1.4.B.1</b>	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ How is pitch produced?</li> <li>♦ How does tone color affect music?</li> <li>♦ Is tone color important in the creation of music?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Tone Quality: Man, Woman, Child</li> <li>♦ Instrument Families</li> <li>♦ Singing, Speaking, Shouting, Whispering,</li> <li>♦ Introducing the science of sound production</li> </ul> </td> </tr> </table>		<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ How is pitch produced?</li> <li>♦ How does tone color affect music?</li> <li>♦ Is tone color important in the creation of music?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Tone Quality: Man, Woman, Child</li> <li>♦ Instrument Families</li> <li>♦ Singing, Speaking, Shouting, Whispering,</li> <li>♦ Introducing the science of sound production</li> </ul>
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<b>Unit Learning Targets (Outcomes) –</b>			
<i>Students will ...</i>			
<ul style="list-style-type: none"> <li>♦ Understand tone quality</li> <li>♦ Understand the concept of pitch</li> <li>♦ They will produce a plethora of tone qualities using a variety of musical materials</li> </ul>			
<b>Integration of Technology:</b> Computer web-based programs			
<b>Technology Resources:</b> <a href="http://www.sfskids.org">www.sfskids.org</a> , <a href="http://www.youtube.com">www.youtube.com</a>			
<b>Opportunities for Differentiation:</b> Give instructions using a variety of modalities, offer independent music activities.			
<b>Teacher Notes:</b>			
<b>Primary interdisciplinary connections:</b>			
<p><b>21<sup>st</sup> century themes:</b></p> <ol style="list-style-type: none"> <li>1. Learning and Innovation Skills</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking and Problem Solving</li> </ol>			

**Evidence of Learning**

**Summative Assessment**

Students will create a wide range of tone qualities given an assortment of instruments. Students will engage in group discussion and explain the tone quality and pitch direction.

**Equipment needed:**

- ♦ Textbooks
- ♦ Flashcards
- ♦ Recordings
- ♦ Instruments
- ♦ Computer/web-based programs
- ♦ Manipulatives (i.e. scarves, balls, talking drums, etc.)
- ♦ Websites: [www.sfskids.org](http://www.sfskids.org), [www.youtube.com](http://www.youtube.com)

**Teacher Instructional Resources:**

**Formative Assessments**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Critique</li> <li>♦ Class Participation</li> </ul> | <ul style="list-style-type: none"> <li>♦ Group/ Individual oral assessment</li> <li>♦ Self-Assessment</li> </ul> |
|--|--|

<u>ACTIVITIES</u>	<u>MATERIALS</u>
♦ Explore the relationship between tones in music and dynamics found in nature, found sounds and machine sounds	
♦ Identify various instrumental timbres including non- pitched and pitched percussion strings, woodwinds, brass, and electronic instruments	
♦ Identify vocal timbre or tones of individuals and groups: male, female, child	
♦ Create/improvise using different pitches	
♦ Practice producing head voice sounds in the upper register and sustaining tones	
♦ Manipulate voice to explore different tones	
♦ Use classroom instruments to produce tones in different registers	drums, cymbals, triangle, etc.
♦ Use non-music materials to explore different tones	forks/rubber bands/cup & string/etc
♦ Demonstrate how size and material affects pitch	