

Lower Township School District  
Cape May, New Jersey

# Music

# Instructional Units



## MUSIC INSTRUCTIONAL UNITS TASK FORCE MEMBERS

DAVID DUNLAP

JOHN LEVAI

JENNIFER CAMILLO

SABINA MULLER, CURRICULUM AND INSTRUCTION SUPERVISOR

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# Unit 1

# Multi-Cultural Music

Unit Overview	
<b>Content Area: Performance/Music</b>	
<b>Unit Title: Multi-cultural</b>	<b>Unit: Multi-cultural</b>
<b>Target Course/Grade Level: 6<sup>th</sup></b>	<b>Timeline: Ongoing</b>
<b>Unit Summary: Students will identify, perform, critique music from different cultures. Identify significance of music within the cultures history and/or holidays and traditions. Students will perform games, dances and language of different cultures.</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>1.3</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>• Common, recognizable musical forms often have characteristics related to specific cultural traditions.</li> <li>• Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</li> <li>• Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</li> <li>• Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</li> <li>• The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</li> <li>• Technological changes have and will continue to substantially influence the development and nature of the arts.</li> <li>• Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</li> <li>• The arts reflect cultural mores and personal aesthetics throughout the ages.</li> <li>• Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships</li> <li>• Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</li> <li>• Stylistic considerations vary across genres, cultures, and historical eras.</li> <li>• Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</li> <li>• Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</li> <li>• Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</li> <li>• Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</li> </ul>	

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- 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.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st-century tools used for local and global communication.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI) –</b>
<b>1.1.8.B.1</b>	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
<b>1.1.8.B.2</b>	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
<b>1.1.8.C.1</b>	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras
<b>1.1.8.D.1</b>	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
<b>1.1.8.D.2</b>	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
<b>1.2.8.A.1</b>	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
<b>1.2.8.A.2</b>	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
<b>1.2.8.A.3</b>	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
<b>1.3.8.B.1</b>	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
<b>1.3.8.B.2</b>	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
<b>1.3.8.B.3</b>	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
<b>1.3.8.B.4</b>	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
<b>1.4.8.A.1</b>	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
<b>1.4.8.A.3</b>	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
<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.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.2</b>	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
<b>7.1.NM.C.1</b>	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

<b>Cumulative Progress Indicator (CPI) – <i>continued</i></b>	
<b>7.1.NM.C.2</b>	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>9.1.8.A.1</b>	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
<b>9.1.8.B.2</b>	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
<b>9.1.8.C.3</b>	Model leadership skills during classroom and extra-curricular activities.
<b>9.1.8.D.2</b>	Demonstrate the ability to understand inferences.
<b>9.1.8.D.3</b>	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
<b>9.1.8.D.5</b>	Justify the need for greater cross-cultural understanding due to globalization.
<b>9.1.8.E.1</b>	Explain how technology has strengthened the role of digital media in the global society.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>♦ Is the piece/song folk or composed?</li> <li>♦ Language?</li> <li>♦ Country?</li> <li>♦ Location of country?</li> <li>♦ Cultural differences compared to America</li> <li>♦ Style of music</li> <li>♦ Timbre</li> <li>♦ Significance of song/music</li> <li>♦ How does music reflect different regions/cultures?</li> <li>♦ Why is it important to be exposed to music of different cultures?</li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>♦ Instruments used in various cultures and time periods</li> <li>♦ Significance of music within culture and time period.</li> <li>♦ Style, tone color of different cultures.</li> </ul>
<b>Unit Learning Targets (Outcomes) –</b>	
<i>Students will ...</i>	
<ul style="list-style-type: none"> <li>♦ Listen to music from different cultures.</li> <li>♦ Perform music from different cultures.</li> <li>♦ Discuss composers and instruments from different cultures.</li> <li>♦ Learn dances and games from different cultures.</li> <li>♦ Examine/ compare/ discuss notation from different cultures.</li> <li>♦ Explore the connection between music and cultural /traditional holidays</li> <li>♦ Perform music in different languages</li> </ul>	
<b>Integration of Technology:</b> Smart board; computers;	
<b>Technology Resources:</b> <a href="http://www.dsokids.com">www.dsokids.com</a>	
<b>Opportunities for Differentiation:</b> use of web sites, and internet to enhance learning	
<b>Teacher Notes:</b>	
<b>Primary interdisciplinary connections:</b> language arts; geography; science	
<b>21<sup>st</sup> century themes:</b> Creativity and innovation; critical thinking	

<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>♦ Demonstrate appreciation for different cultures through a project.</li> <li>♦ Identify and correlate differences in cultures</li> <li>♦ Understanding the need to be exposed to different cultures.</li> </ul>	
<b>Equipment needed:</b> Smart board; multi-cultural instruments; assortment of CDs	
<b>Teacher Instructional Resources:</b> Let Your Voice Be Heard; Multi-cultural songs and games	
<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> <li>♦ Questioning</li> </ul>

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ACTIVITIES	MATERIALS
♦ Obwasisana	♦ Stone passing game
♦ Enceno	♦ Ghana hand game
♦ Funga Alafia	♦ Liberian Welcome dance
♦ ADIOS, AMIGOS (Spanish)	♦ Music K – 8 magazine / CD
♦ COMO SE LLAMA? (Spanish)	♦ Music K – 8 magazine / CD
♦ OCHO KANDELIKAS (Spanish)	♦ Music K – 8 magazine / CD

# Unit 2

# Music History

Unit Overview	
<b>Content Area: Performance/Music</b>	
<b>Unit Title: Music History</b>	<b>Unit: Music History</b>
<b>Target Course/Grade Level: 6<sup>th</sup></b>	<b>Timeline: Ongoing</b>
<b>Unit Summary: Students will be able to critique and analyze music from selected composers and genres. Students will become better appreciators and consumers of classical music. A plethora of media; materials; compositions; and instruments available to better distinguish different genres throughout 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>1.3</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.
<b>9.2</b>	<b>Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Content Statements	
<ul style="list-style-type: none"> <li>• Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.</li> <li>• Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.</li> <li>• Common, recognizable musical forms often have characteristics related to specific cultural traditions.</li> <li>• Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</li> <li>• Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</li> <li>• A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</li> <li>• Technological changes have and will continue to substantially influence the development and nature of the arts.</li> <li>• Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</li> <li>• The arts reflect cultural mores and personal aesthetics throughout the ages.</li> <li>• Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</li> <li>• Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</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>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> </ul>	



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<ul style="list-style-type: none"> <li>• Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</li> <li>• Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</li> <li>• Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</li> <li>• Digital media are 21st-century tools used for local and global communication.</li> <li>• Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</li> </ul>			
CPI #	Cumulative Progress Indicator (CPI) –		
1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.		
1.1.8.A.3	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).		
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.		
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras		
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.		
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.		
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art		
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.		
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.		
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.		
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.		
9.1.8.D.2	Demonstrate the ability to understand inferences.		
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.		
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.		
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.		
9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Unit Essential Question</b> <ul style="list-style-type: none"> <li>• What music genre does the composer coincide with?</li> <li>• How does the music make you feel?</li> <li>• What are the timbre; tempo; dynamics and form?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Unit Understandings</b> <ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> </ul> </td> </tr> </table>		<b>Unit Essential Question</b> <ul style="list-style-type: none"> <li>• What music genre does the composer coincide with?</li> <li>• How does the music make you feel?</li> <li>• What are the timbre; tempo; dynamics and form?</li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> </ul>
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<b>Unit Learning Targets (Outcomes) – Students will...</b>
<ul style="list-style-type: none"> <li>♦ Students will study; analyze and critique music of Gustav Holst; John Williams; Richard Wagner; Englebert Humperdinck; George Gershwin;</li> <li>♦ Students will compare and contrast music of different time periods.</li> <li>♦ Students will study a brief history of each composer.</li> <li>♦ Student will identify timbre of each composition.</li> <li>♦ Correct use of music terminology. (Dynamics; Form; Timbre; Duration; Major/Minor; Tone Color; Tempo)</li> <li>♦ Students will discuss how the music makes them feel.</li> </ul>
<b>Integration of Technology:</b> Use of the internet for information; CDs and DVDs Smart board lessons on different composers and time periods.
<b>Technology Resources:</b> YouTube; NewGrove.com;
<b>Opportunities for Differentiation:</b> Offer students the use of personal computers; library; and smart board.
<b>Teacher Notes:</b> Music selections may vary from year to year.

<b>Primary interdisciplinary connections:</b> Language arts and History
<b>21<sup>st</sup> century themes:</b> Critical thinking

Evidence of Learning
<b>Summative Assessment</b>
Students will be able to discuss feelings, moods and ideas using correct music terminology in a positive manner.
<b>Equipment needed:</b> Use of the internet for information; CDs and DVDs Smart board lessons on different composers and time periods.
<b>Teacher Instructional Resources:</b> Wide range of CD's DVDs and resource books.

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>♦ Teacher observations</li> <li>♦ Class critique</li> <li>♦ Class participation</li> <li>♦ Group/individual oral assessment</li> <li>♦ Self Assessment</li> </ul>	<ul style="list-style-type: none"> <li>♦ Questioning</li> <li>♦ Discussion</li> <li>♦ Individual whiteboards</li> </ul>

<b>ACTIVITIES</b>	<b>MATERIALS</b>
<ul style="list-style-type: none"> <li>♦ Holst The Planets game</li> <li>♦ George Gershwin Rhapsody game</li> <li>♦ Composer Bingo</li> <li>♦ Name that Tune</li> </ul>	<ul style="list-style-type: none"> <li>♦ Planet cards and CD</li> <li>♦ Theme cards; CD</li> <li>♦ Bingo cards; CD</li> <li>♦ Several CDs of different composers</li> </ul>

# Unit 3

# Music Theory

Unit Overview	
<b>Content Area: Performance/Music</b>	
<b>Unit Title: Music Theory</b>	<b>Unit: Theory</b>
<b>Target Course/Grade Level: 6<sup>th</sup></b>	<b>Timeline: Ongoing</b>
<b>Unit Summary: Students will be able to perform, identify, compose, and critique given melodies and rhythms through use of the voice and/or given instruments.</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>1.3</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.
<b>9.2</b>	<b>Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Content Statements	
<ul style="list-style-type: none"> <li>• Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.</li> <li>• Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.</li> <li>• Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.</li> <li>• Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</li> <li>• Stylistic considerations vary across genres, cultures, and historical eras.</li> <li>• Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</li> <li>• Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</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>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> <li>• Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</li> <li>• Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</li> <li>• Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</li> <li>• Digital media are 21st-century tools used for local and global communication.</li> <li>• Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</li> </ul>	

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CPI #	Cumulative Progress Indicator (CPI) –				
1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.				
1.1.8.A.3	Examine how dance compositions are influenced by various social themes and <a href="#">arts media</a> (e.g., dance for camera, interactive, telematics).				
1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.				
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.				
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.				
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.				
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.				
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.				
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.				
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.				
9.1.8.D.2	Demonstrate the ability to understand inferences.				
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.				
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.				
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.				
9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.				
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<b>Unit Learning Targets (Outcomes) – Students will ...</b>					
<ul style="list-style-type: none"> <li>• Identify tempo markings: (classical: andante, moderato and allegro; quarter note = 120)</li> <li>• Determine if the song/piece is folk or composed</li> <li>• Phrasing and breathing</li> <li>• Identify timbre.</li> <li>• Identify the following: clef sign; meter sign; measure(s) staff; bar lines; double bar line; repeat sign; dynamic marks; rhythmic notation; notes on the staff;</li> <li>• Perform, notate, and identify new rhythms syn-co-pa</li> <li>• Identify form of piece/song</li> <li>• Perform melodies using Curwen hand signs in conjunction with Kodaly sol-fa singing.</li> </ul>					

**Lower Township School District  
Cape May, New Jersey**

<b>Integration of Technology:</b> Smart board; computers;
<b>Technology Resources:</b> Musictheory.net
<b>Opportunities for Differentiation:</b> use of web sites, and internet to enhance learning
<b>Teacher Notes:</b>
<b>Primary interdisciplinary connections:</b> Math; Whole language; science(acoustics)
<b>21<sup>st</sup> century themes:</b> Creativity and innovation; critical thinking

Evidence of Learning
<b>Summative Assessment</b>
Rhythmic notation – identifying, performing and creating Melody- identifying, performing and creating Harmony – identifying, performing and creating
<b>Equipment needed:</b> Smart board; Orff instruments; rhythm instruments; internet
<b>Teacher Instructional Resources:</b> Kodaly Content; Kodaly Context; Kodaly Method; Music for Children – Carl Orrf

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> <li>♦ Questioning</li> </ul>

ACTIVITIES	MATERIALS
♦ Rhythm Baseball	♦ Bases; white board;
♦ Rhythm Bingo	♦ Over head projector; Bingo transparency
♦ Rhythm Relay	♦ White board;
♦ Melody Bingo	♦ Game
♦ Name the note	♦ Cards with notes
♦ Write the word	♦ Cards with words, student writes notes