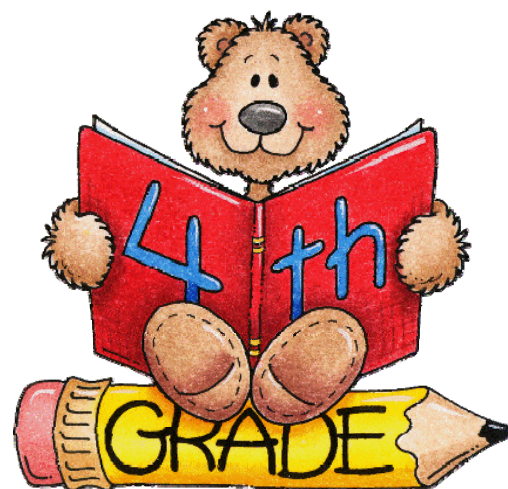


Lower Township School District
Cape May, New Jersey

Music

Instructional Units



MUSIC INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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Unit 1

Expression

Unit Overview	
Content Area: Music	
Unit Title: Expression	Unit: Style, Culture, Composers, Creating
Target Course/Grade Level: 3rd and 4th grade	Timeline: Ongoing
<p>Unit Summary: Music is an art form in which one can express emotion and feeling to communicate. This can be done by using a variety of musical styles. As a result, every culture uses musical elements in various ways that create similarities and differences. Some ways to create variety is by changing tempo, dynamics, and tonality (i.e. major and minor). To help understand this, students will create their own compositions to experience the above. Also, many composers have excelled in their art and are worthy to be studied.</p>	
Learning Targets	
Standards	
1.1	The Creative Process: 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.
1.3	Performance: 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.
1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: 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.
9.3	Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Content Statements	
<ul style="list-style-type: none"> • Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre • Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). • Identifying criteria for evaluating performances results in deeper understanding of art and art-making. • Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. • Art and culture reflect and affect each other. • Characteristic approaches to content, form, style, and design define art genres. • The actor’s physicality and vocal techniques have a direct relationship to character development. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • 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 • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Ethical behaviors support human rights and dignity in all aspects of life. • Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. 	

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CPI #	Cumulative Progress Indicator (CPI) –
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.1.5.C.2	Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions
7.1.NM.B.2	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.
9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
9.3.4.A.4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
9.3.4.A.6	Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.

<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • Can you recognize some significant composers? • Why were they considered important? • Why does music from various cultures and countries sound different and/or the same? • How can music make you feel? • Can you compare musical selections using previous knowledge? • Can you define tempo? • Can you name various techniques which make music expressive? • Can you write a song using Kodaly rhythm symbols and solfa syllables? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • Music can express feeling and emotion • Using previous knowledge, students can compare selections • Realize using elements of music in various ways will create variety • Variety can be accomplished by use of tempo, dynamics, and tonality • Appreciate the musical contributions of several composers such as John Phillip Sousa, Aaron Copland, and Charles Ives • Students will understand that they can use musical elements to create • Understand likes and dislikes are personal in nature • Realize career paths can be discovered at the elementary level
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p>	
<ul style="list-style-type: none"> • Identify significant composers such as John Phillip Sousa, Charles Ives, and Aaron Copland • Aurally identify musical selections written by composers such as Ives, Copland, and Sousa • Recall a few biographical details of composers such as Ives, Copland, and Sousa • Appreciate the similarities and differences of music from various cultures (i.e. Hispanic, Native American, African, Chinese, European, etc.) • Aurally identify music from various cultures and countries • Identify the distinguishing characteristics of music from various cultures • Compare musical selections using previous knowledge of melody, harmony, rhythm, tone color, and expressive elements • Understand dynamics and their purpose • Know and apply the following dynamic markings: p(piano), f(forte) • Aurally discern music as major or minor • Define the meaning of the following terms: tempo, andante, moderato, and allegro • Recognize by listening, and sing, using the following tempos: andante, moderato, and allegro • Using art implements express and interpret the mood of a musical selection • Understand the concept of theme and variations • Create rhythm patterns using the Kodaly Method • Create melodies using a solfa scale and rhythm symbols 	
<p>Integration of Technology: Interactive technology, CD player, I-Pod, LCD Player, DVD</p>	
<p>Opportunities for Differentiation: Flexibility with timelines, instruction using a variety of modalities, individual attention, provide for artistic choices</p>	
<p>Primary interdisciplinary connections: Language Arts, Art</p>	
<p>21st century themes: Problem solving, critical thinking, creative thinking, group work, expressing likes and dislikes, societal rules, career paths</p>	

Evidence of Learning

Summative Assessment

- Sing expressively
- Write about and discuss likes and dislikes
- Compose individual and class songs
- Compare works of music
- Aurally identify works of composers
- Perform music using appropriate tempo and dynamics
- Understand and recognize minor and major sound
- Application of 21st century skill sets
- Application of World Language Standards

Equipment needed: Keyboard, xylophones, CD Player, DVD Player, classroom instruments

Teacher Instructional Resources: Recordings of various composers, teacher made activities, text-The Music Connection, text-Spotlight on Music, Music Express Magazine, Ready to Use Music Activities Kit, Classic Tunes and Tales

Formative Assessments

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| <ul style="list-style-type: none">• Teacher observation• Class critique• Class participation | <ul style="list-style-type: none">• Worksheets• Written composition• Self assessment |
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Unit 2

Harmony

Unit Overview	
Content Area: Music	
Unit Title: Harmony	Unit: Harmony
Target Course/Grade Level: 3rd and 4th grade	Timeline: Ongoing
Unit Summary: A combination of two or more pitches sounding together is called harmony. Harmony can be created vocally, instrumentally, or in combination. Elementary school aged children can produce harmony in a variety of ways. Some of the ways are as follows: playing chords, ostinatos, and counter melodies and/or singing rounds, counter melodies, ostinatos, partner songs, and echos.	
Learning Targets	
Standards	
1.1	The Creative Process: 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.
1.3	Performance: 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.
9.1	21st Century Life & career Skill: 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"> • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography. • Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. • 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 • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration • Ethical behaviors support human rights and dignity in all aspects of life. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.

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7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical</u> response.
7.1.NM.B.2	Use <u>digital tools</u> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Unit Essential Questions

- What is harmony?
- What are some ways harmony can be created?
- Are you able to sing a harmony part?
- Can you see in music or hear if music has harmony?

Unit Understandings

- Two or more pitches sounding together produces harmony
- Harmony can be created in many different ways
- Songs may or may not have harmony

Unit Learning Targets (Outcomes) –
Students will ...

- Define the concept of harmony
- Understand harmony can be created by chords, rounds, ostinatos, counter melodies, descants, partner songs, and echos
- Define the following harmonic concepts: chord, round, ostinato, counter melody, partner song, and echo
- Create harmony by playing classroom instruments and/or singing chords, rounds, ostinatos, counter melodies, partner songs, and echo patterns
- Visually and aurally recognize music as having harmony or no harmony

Integration of Technology: Use of interactive technology, CD player, I-pod, DVD player, LCD player

Opportunities for Differentiation: Use a variety of modalities, flexibility with timelines, individual attention

Primary interdisciplinary connections: Language Arts, Phys Ed

21st century themes: critical thinking and problem solving, collaborative skills, performance goals, societal rules

Evidence of Learning

Summative Assessment

- Play simple ostinatos and chords on pitched percussion instruments
- Sing songs using a variety of harmonic techniques
- Aurally recognize music as having or not having harmony
- Application of 21st century skills
- Application of World Language Standards

Equipment needed: Various Orff Instruments, keyboard, CD player

Teacher Instructional Resources: Text-The Music Connection, text-Spotlight on Music, Music Express Magazine, Grab a Partner, Pentatonic Partners

Formative Assessments

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| <ul style="list-style-type: none"> • Teacher observation • Class critique • Self assessment | <ul style="list-style-type: none"> • Class participation • Discussion • Questioning |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|

Unit 3

Melody

Unit Overview	
Content Area: Music	
Unit Title: Melody	Unit: Melody
Target Course/Grade Level: 3rd and 4th grade	Timeline: Ongoing
<p>Unit Summary: A melody is a series of pitches that move upward, downward, or repeat. They are organized in phrases which comprise a song. The use of solfegio syllables help students to sing in tune and understand relationships between intervals that move by step, skip, or leap.</p> <p>Throughout time a method of recording music was developed. This system was created to accurately record the composers' intent both musically and aesthetically. This system was placed on a five lined staff. One advantage of this was the ability to accurately record a melody.</p>	
Learning Targets	
Standards	
1.1	The Creative Process: 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.
1.3	Performance: 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.
1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: 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"> • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • Basic choreographed structures employ the elements of dance. • Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time. • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). • 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 • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Ethical behaviors support human rights and dignity in all aspects of life. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures
1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

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9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.B.2	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Unit Essential Questions

- What is a melody?
- How can melodies be arranged to create variety?
- Are all phrases the same length?
- Can you visually and aurally recognize phrases as same or different?
- What are solfeggio syllables?
- Can you sing melodies by reading and hearing solfa syllables?
- What does it mean to sing in tune?
- Can you sing a melody in tune?
- Are you able to recognize music that moves by step, skip, repeat, and leap?
- Can you aurally and visually recognize melodic contour?
- What is the purpose of a music staff?
- What is form?
- Can you aurally and visually recognize form?

Unit Understandings

- A melody is a series of tones that can move upward, downward, and repeat
- An interval can move by step, skip, and leap
- A phrase is a small musical idea that creates a whole(song)
- Notes are placed on a staff
- Phrases create sections; sections create form
- It is important to sing in tune

Unit Learning Targets (Outcomes) –

Students will ...

- Define melody
- Define a phrase
- Identify a phrase visually and aurally
- Recognize a phrase line
- Recognize phrases can be different lengths
- Identify phrases as same or different
- Use body movement and instruments to indicate phrase length
- Sing a melodic phrase with adequate breath support
- Identify the following solfa syllables: do, re, mi, fa, so, la, ti, do'
- Recognize the concept of, and sing melodic patterns using movable do
- Sing melodies using solfa syllables with and without Kodaly hand signs
- Understand the concept of, and sing, both a pentatonic and diatonic scale
- Understand the concept of, and sing melodies with proper intonation
- Sing accurately and independently within range G(low) to E-flat(high)
- Visually and aurally recognize a melody as moving upward, downward, or repeating

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- ♦ Define and visually recognize steps, skips, leaps, and repeats in music
- ♦ Use body movement to indicate melodic contour
- ♦ Recognize and perceive the concept of staff
- ♦ Define the concept of form
- ♦ Recognize form creates variety
- ♦ Visually and aurally define the following forms: AA, AB, ABA, ABC, ABACA(rondo)

Integration of Technology: CD player, interactive technology, I-POD

Opportunities for Differentiation: Flexibility with timelines, use a variety of modalities, individual instruction

Primary interdisciplinary connections: Language arts

21st century themes: Problem solving, brainstorming, critical thinking, performance goals, class rules

Evidence of Learning

Summative Assessment

- ♦ Sing with appropriate intonation
- ♦ Physically identify phrase length
- ♦ Visually and aurally sing solfa melodies
- ♦ Recognize phrases as same or different
- ♦ Visually and aurally identify melodic contour
- ♦ Identify lines and spaces on a staff
- ♦ Aurally identify the form of a song
- ♦ Application of 21st century themes
- ♦ Application of World Language Standards

Equipment needed: Keyboard, CD Player, I-POD

Teacher Instructional Resources: Various charts and posters, teacher made materials, Text-Spotlight on Music, Text-The Music Connection, Kodaly in the Classroom, Pentatonic Partners, Do Re Mi Fa Fun, Music Express Magazine

Formative Assessments

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| <ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class participation | <ul style="list-style-type: none"> ♦ Discussion ♦ Questioning |
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Unit 4

Rhythm / Beat

Unit Overview	
Content Area: Music	
Unit Title: Rhythm/Beat	Unit: Rhythm/Beat
Target Course/Grade Level: 3rd and 4th grade	Timeline: Ongoing
<p>Unit Summary: An integral part of music is the beat and corresponding rhythm. The beat can be grouped in various numerical units such as 2,3,4,6 etc. To differentiate various note lengths various systems of rhythmic representations have been developed. One such system is the Kodaly method. This method helps one to understand relationships between various note lengths.</p>	
Learning Targets	
Standards	
1.1	The Creative Process: 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.
9.1	21st Century Life & career Skill: 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"> • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). • 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. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration • Ethical behaviors support human rights and dignity in all aspects of life. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning , balance , and range of motion in compositions and performances.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes

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7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions
7.1.NM.B.2	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can you visually and aurally recognize how beats are grouped? • Can you clap and play on rhythm instruments, patterns using the Kodaly Method? • Do you know the difference between a pitched and non-pitched rhythm instrument? • Using body movement and rhythm instruments, can you keep a steady beat? • Why is a meter signature necessary? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Visually identify various meter signatures in 2, 3, 4, and 6. • Aurally identify duple and triple meter • Clap and play on instruments, rhythm patterns using ta, ti-ti, two, toom, toe, tam-ti, ti-tam, syn-co-pa, ti-ka-ti-ka, rest, rest 2, and tri-o-la • Use body movement and rhythm instruments to keep a steady beat
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<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> • Keep a steady beat using body movement and rhythm instruments • Visually identify meter signatures in 2, 3, 4, and 6 • Aurally identify duple and triple meter • Understand the concept of beat • Identify the following rhythm symbols: ta, ti-ti, two, toom, toe, rest, rest 2, ti-ka-ti-ka, tam-ti, ti-tam, syn-co-pa, and tri-o-la • Clap and use classroom instruments to play rhythm patterns that include ta, ti-ti, ti-ka-ti-ka, two, toom, toe, syn-co-pa, tam-ti, ti-tam, rest, and rest 2

Integration of Technology: Interactive technology, CD player, I-POD
Opportunities for Differentiation: Flexibility with timelines, variety of modalities, individual instruction
Primary interdisciplinary connections: Language arts
21st century themes: Critical thinking and problem solving, collaborative skills, performance goals, societal rules

Evidence of Learning
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Visually and aurally identify meter signature • Express steady beat with body movement and instruments • Application of 21st century skills • Application of World Language Standards
Equipment needed: CD Player, I-POD, various classroom instruments
Teacher Instructional Resources: Texts-The Music Connection and Spotlight on Music, rhythm flash cards, Music Express Magazine, Ready to Use Music Activities Kit, and teacher made resources

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Formative Assessments	
<ul style="list-style-type: none">• Teacher observation• Teacher made worksheets• Class participation	<ul style="list-style-type: none">• Class critique• Self assessment

Unit 5

Tone / Color

Unit Overview	
Content Area: Music	
Unit Title: Tone Color	Unit: Vocal/Instrumental
Target Course/Grade Level: 3rd and 4th grade	Timeline: Ongoing
<p>Unit Summary: Throughout the history of humankind producing music has evolved both vocally and instrumentally. A variety of vocal techniques and instrumental combinations are now readily available. Vocal combinations will be explored and families of instruments identified. The families of instruments are categorized by similarities. However, each instrument has its own unique sound.</p>	
Learning Targets	
Standards	
1.1.	The Creative Process: 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.
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.
9.1	21st Century Life & career Skill: 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.
9.3	Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Content Statements	
<ul style="list-style-type: none"> • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • Basic choreographed structures employ the elements of dance. • Characteristic approaches to content, form, style, and design define art genres. • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). • 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 • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration • Ethical behaviors support human rights and dignity in all aspects of life. • Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.

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9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might be suited to personal likes		
9.3.4.A.4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations.		
9.3.4.A.6	Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions		
7.1.NM.B.2	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is tone color? • Can you identify differences in vocal tone color? • Can you identify instrumental tone color? • Why is it difficult to become a professional musician? • What is your favorite instrument and why? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Understandings</p> <ul style="list-style-type: none"> • Each voice is unique and has a distinct quality • Each instrument developed over time • Each instrument has its unique tone quality • There is a distinct difference between a concert band and an orchestra </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is tone color? • Can you identify differences in vocal tone color? • Can you identify instrumental tone color? • Why is it difficult to become a professional musician? • What is your favorite instrument and why? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Each voice is unique and has a distinct quality • Each instrument developed over time • Each instrument has its unique tone quality • There is a distinct difference between a concert band and an orchestra
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Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> • Perceive the concept of tone color • Recognize the difference between men’s, women’s, and children’s voices • Understand and identify the following: solo, duet, trio, and chorus • Visually and aurally identify the difference between an orchestra and concert band • Visually and aurally identify the four families of instruments • Visually and aurally identify the individual instruments of the band and orchestra 			
Integration of Technology: Use of interactive technology, CD player, DVD player, I-pad, LCD player			
Opportunities for Differentiation: Flexibility with timelines, use of a variety of modalities, individual attention			
Primary interdisciplinary connections: Language Arts			
21st century themes: Critical thinking and problem solving, performance goals, following rules, career occupation, career success			

Evidence of Learning

Summative Assessment

- Identify instrumental families by sight and sound
- Aurally and visually identify each instrument of the concert band and orchestra
- Vocally identify solo, duet, trio, and chorus
- Hear the difference between an orchestra and band
- Define tone color
- Application of 21st century themes
- Application World Language Standards

Equipment needed: CD and DVD players

Teacher Instructional Resources: Text-The Music connection, text-Spotlight on Music, video-Music is Tone Color, Music Express Magazine, DVD-The Orchestra, DVD-The Young Person's Guide to The Orchestra, various charts and posters

Formative Assessments

- Teacher observation
- Class participation
- Teacher made worksheets