



PISCATAWAY TOWNSHIP SCHOOLS

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General Music

Content Area: Music
Grade Span: K-5
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Presented by:
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COURSE OVERVIEW

Description		
<p>This is the curricular outline for music classes in Grades K-5. Many of the units are listed as full year units due to the spiraling nature of this curriculum. Most concepts are intertwined and taught together building on and adding to previous knowledge. See each unit for a specific outline of topics covered.</p>		
Goals		
<p>Students will understand:</p> <ul style="list-style-type: none"> • Music is an artistic expression of human experience. • Music is a universal language. • The human body has rhythm. • Music is an artistic way to communicate musical ideas and personal expression. • Music is brought to life through performance. • Music likes and dislikes are individual. • Music tells a story through time. • Singing is an artistic way to communicate musical ideas and personal expression. • Musical ideas are communicated through musical notation. • Musical compositions contain structured musical elements. • Works of art are influenced by and are reflective of a time and culture. • Educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form. • The interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience. • Music is an important element of the historical and cultural record of humankind. • Music has the potential to elicit a powerful response from the performer and the audience. • Manipulation of the elements of music create expression. • Creativity is grounded in technical knowledge and personal experience. • Original compositions are grounded in prior knowledge. • Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements. • Reading and notating music are essential to music literacy. • Music making is one of the oldest, most intimate, and basic forms of communication and cultural expression. • The way a performer practices has a predictable effect on the level of proficiency and overall musicianship. • Formal and informal performances provide opportunities for growth. • Knowing the context of the music influences the meaning of the performance. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1: Kindergarten	Fundamentals	Full Year
Unit 2: Kindergarten	Performance	Full Year
Unit 1: First Grade	Fundamentals	Full Year
Unit 2: First Grade	Performance	Full Year
Unit 1: Second Grade	Fundamentals	Full Year

Unit 2: Second Grade	Performance	Full Year
Unit 3: Second Grade	Introduction to Composers and Great Works	Full Year
Unit 1: Third Grade	Fundamentals	Full Year
Unit 2: Third Grade	Performance	Full Year
Unit 3: Third Grade	Composers and Great Works	Full Year
Unit 1: Fourth Grade	Foundations	Full Year
Unit 2: Fourth Grade	Listening and Notation	Full Year
Unit 3: Fourth Grade	Notation, Performance, and Composition	Full Year
Unit 4: Fourth Grade	Performance and Composition	Full Year
Unit 1: Fifth Grade	Baroque Music	1 MP
Unit 2: Fifth Grade	Classical Music	1 MP
Unit 3: Fifth Grade	Romantic Music	1 MP
Unit 4: Fifth Grade	Impressionist/Modern Music	1 MP

UNIT 1: Kindergarten - Fundamentals

Summary and Rationale	
Topics and Specific Content/Skills: <ul style="list-style-type: none"> ● Rhythm <ul style="list-style-type: none"> ○ Steady Beat ○ Duration: Long/Short ○ Tempo: Fast/slow ● Melody <ul style="list-style-type: none"> ○ Match Pitches/Sing Tunefully ○ Voice Types: whisper/talk/shout/sing ○ Pitch: High/Low ● Elements <ul style="list-style-type: none"> ○ Dynamics: Soft/Loud ○ Form: AB (Same/Different) 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Anchor Standard 2 Organizing and Developing	
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
Anchor Standard 3 Refining and Completing Products	
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Music is an artistic expression of human experience. • Music is a universal language. • The human body has rhythm. • Music is an artistic way to communicate musical ideas and personal expression. 	
Unit Essential Questions	
<p>Rhythm</p> <ul style="list-style-type: none"> • How does rhythm make you feel? • In what ways does rhythm impact how we hear and feel music? <p>Melody</p> <ul style="list-style-type: none"> • Why do people sing? • How do vocal sounds differ from each other? • What are some characteristics of good vocal production? <p>Expression</p> <ul style="list-style-type: none"> • How do sounds differ from each other? • Why do we listen to music? • Why does music elicit an emotional response? 	
Objectives	
Students will know: (Unit Skills)	
<p>Rhythm</p> <ul style="list-style-type: none"> • Steady Beat • Duration: Short/Long • Tempo: Fast and Slow <p>Melody</p>	

- Match Pitches/Sing Tunefully
- Voice Types: whisper, talk, shout, sing
- Pitch: High and Low Sounds

Expression

- Form: Same and Different (AB)
- Dynamics: Loud vs. Soft

Students will be able to:

Rhythm

- Demonstrate steady beat through movement, singing, chanting, and playing classroom instruments.
- Demonstrate duration through movement, singing, chanting and playing classroom instruments.
- Demonstrate tempo through movement, singing, chanting and playing classroom instruments.
- Define steady beat.
- Identify the steady beat in music by listening.
- Identify and categorize real world examples of beat and no beat.
- Aurally identify long and short sounds.
- Define tempo.
- Describe, move to and perform music at slow and fast tempos.
- Perform music at the best given tempo for a given song.

Melody

- Demonstrate vocal types by using their voices to whisper, talk, shout, and sing.
- Categorize whisper, talk, shout or sing through listening.
- Match pitch and sing tunefully through singing alone and in groups.
- Sing high and low pitches.
- Sing while exhibiting proper posture, breath control and vowel shapes.
- Distinguish between high and low sounds in a song.
- Sing a song using high and low pitches.
- Sing pitches that match those sung by the teacher.

Expression

- Recognize “same and different” through listening.
- Create movements to demonstrate same and different (AB) form.
- Identify tonal patterns that are the same and different.
- Recognize changes in music through listening.
- Demonstrate the form of a piece through movement, singing, chanting and playing classroom instruments.
- Aurally recognize loud and soft dynamics.
- Demonstrate loud and soft dynamics through movement, singing, chanting and playing classroom instruments.
- Match loud or soft dynamic levels while performing in a group.

Resources

Assessment Suggestions:

Rhythm

- Say your Name
- Beat Assessment
- Rhythm Assessment
- Assessment Rubrics

Melody

- Whisper, Talk, Shout, and Sing
- Matching Pitch – Doggy Doggy
- Assessment Rubrics

Expression

- Same and Different – AB Form
- Dynamics Hide and Seek

Core Text:

Suggested Resources:

- Quaver
 - Quaver lessons, I'm a Superhero, High and Low, Steady Beat, Stinky Pirates, Yes I Can, Lunch Box Song
- Chop Chop, Chippity Chop
- Rhythm Pies
- Oh My, No More Pie

Lesson Suggestions:

Rhythm

- Music has a steady beat
- Duration: Long and Short Sounds
- All About Tempo

Melody

- Vocal Timbre
- Singing Tunefully
- Pitch: High and Low sounds

Expression

- Form: Same and Different
- Loud and Soft

UNIT 2: Kindergarten - Performance

Summary and Rationale	
Topics Include:	
<ul style="list-style-type: none"> This unit will outline performance skills as well as performer and audience behavior and etiquette. 	
Recommended Pacing	
This unit will span the school year to enable teachers to incorporate performance skills as needed to meet their individual school performance needs.	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Anchor Standard 2 Organizing and Developing	
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
Anchor Standard 3 Refining and Completing Products	
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.

Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 1: First Grade - Fundamentals

Summary and Rationale	
<p>Topics Include:</p> <ul style="list-style-type: none"> ● Rhythm ● Notation ● Melody ● Expression <p>Specific Content/Skills</p> <p>Rhythm</p> <ul style="list-style-type: none"> ● Steady Beat ● Beat vs. Rhythm ● Duration: Long and Short ● Tempo: Fast/Slow/Getting Faster/Getting Slower <p>Notation</p> <ul style="list-style-type: none"> ● Quarter Note (ta), Beamed Eighth Notes (ti-ti), Quarter Rest (Shh) <p>Melody</p> <ul style="list-style-type: none"> ● Voice Types: whisper, talk, shout and sing ● Match Pitches/Sing Tunefully ● Pitch: High and Low ● Melodic Notes: mi, so <p>Expression</p> <ul style="list-style-type: none"> ● Form: AB (Same and Different) ● Dynamics: Loud/Soft 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Anchor Standard 2 Organizing and Developing	
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

Anchor Standard 3 Refining and Completing Products	
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn11 a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 2: First Grade - Performance

Summary and Rationale	
Topics Include:	
<ul style="list-style-type: none"> This unit will outline performance skills as well as performer and audience behavior and etiquette. 	
Recommended Pacing	
This unit will span the school year to enable teachers to incorporate performance skills as needed to meet their individual school performance needs.	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Anchor Standard 2 Organizing and Developing	
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
Anchor Standard 3 Refining and Completing Products	
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
Anchor Standard 7 Perceiving and Analyzing Products	

1.3A.2.Re7a	1.3A.2.Re7b Describe how specific music concepts are used to support a specific purpose in music.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 1: Second Grade - Fundamentals

Summary and Rationale
<p>Topics Include:</p> <ul style="list-style-type: none"> ● Rhythm ● Notation ● Melody ● Expression <p><u>Specific Content/Skills</u></p> <p>Rhythm</p> <ul style="list-style-type: none"> ● Steady Beat ● Beat vs. Rhythm ● Duration: Long vs. Short ● Tempo: slow/medium/fast (largo/andante/presto), Getting Faster/Getting Slower <p>Notation</p> <ul style="list-style-type: none"> ● Quarter Note (ta) ● Beamed Eighth Notes (ti-ti) ● Quarter Rest (Shh) ● Half Note (ta-a) ● Half Note Rest (shh) <p>Melody</p> <ul style="list-style-type: none"> ● Match Pitches/Sing Tunefully ● Melodic Notes: mi, sol, la

- Pitch: low/middle/high
- Melodic Direction: upward/downward/stays the same
- Line and Spaces on the Music Staff

Expression

- Form: Verse and Refrain, AB, ABA, Call and Response, Rondo
- Dynamics: loud/soft (piano/forte), getting louder/getting softer
- Timbre/Tone Quality: Same and Different
- Instrument Families

Recommended Pacing

Full Year

State Standards

Anchor Standard 1 | Generating and Conceptualizing Ideas

1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
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Anchor Standard 2 | Organizing and Developing

1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
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1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
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Anchor Standard 3 | Refining and Completing Products

1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
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Anchor Standard 4 | Selecting, Analyzing, and Interpreting Work

1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
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Anchor Standard 5 | Developing and refining techniques and models or steps needed to create products.

1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
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1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
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1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
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Anchor Standard 7 | Perceiving and Analyzing Products

1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
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Anchor Standard 8 | Interpreting Intent and Meaning

1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 2: Second Grade - Performance

Summary and Rationale	
Topics Include:	
<ul style="list-style-type: none"> This unit will outline performance skills as well as performer and audience behavior and etiquette. 	
Recommended Pacing	
This unit will span the school year to enable teachers to incorporate performance skills as needed to meet their individual school performance needs.	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Anchor Standard 2 Organizing and Developing	
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
Anchor Standard 3 Refining and Completing Products	
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	

1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.2.Re7a	1.3A.2.Re7b Describe how specific music concepts are used to support a specific purpose in music.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 3: Second Grade - Introduction to Composer and Great Works

Summary and Rationale	
Topics Include:	
<ul style="list-style-type: none"> Students will be introduced to composers through varied activities. 	
Recommended Pacing	
This unit will span the course of the year allowing teachers to incorporate the works of composers in their monthly lesson planning.	
State Standards	
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	

1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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UNIT 1: Third Grade - Fundamentals

Summary and Rationale
<p>Topics Include:</p> <ul style="list-style-type: none"> ● Rhythm ● Notation ● Melody ● Expression <p><u>Specific Content/Skills</u></p> <p>Rhythm</p> <ul style="list-style-type: none"> ● Steady Beat ● Beat vs. Rhythm ● Meter in 2/4, 3/4, 4/4, equal vs. unequal meter ● Tempo: slow/medium/fast (largo/andante/presto), Getting Faster/Getting Slower <p>Notation</p> <ul style="list-style-type: none"> ● Quarter Note (ta) ● Beamed Eighth Notes (ti-ti) ● Quarter Rest (Shh) Half Note (ta-a) ● Half Note Rest (shh) ● Whole note (ta-a-a-a) ● Whole Note Rest (shh) ● Beamed sixteenth notes (ti-ka-ti-ka) ● Absolute Pitch Names ● Treble Staff: treble clef, lines and spaces, measure, barline, double barline, repeat sign <p>Melody</p> <ul style="list-style-type: none"> ● Match Pitches/Sing Tunefully ● Melodic Notes pentatonic scale: 'do, re, mi, sol, la, do'

- Pitch (low/middle/high)
 - Melodic Direction (upward/downward/stays the same)
 - Phrasing
- Expression**
- Form: Verse and Refrain, AB, ABA, Call and Response, Rondo
 - Timbre/Tone Quality: (Same and Different)
 - Dynamics: loud/soft (piano/forte), medium soft, medium loud (mezzo piano/mezzo forte), getting louder/getting softer
 - Instrument Families
- Recorder**
- G, A, B on the treble staff
 - Playing Techniques
 - Articulation- tonguing on the recorder

Recommended Pacing

Full Year

State Standards

Anchor Standard 1 | Generating and Conceptualizing Ideas

1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
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Anchor Standard 2 | Organizing and Developing

1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

Anchor Standard 4 | Selecting, Analyzing, and Interpreting Work

1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
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Anchor Standard 5 | Developing and refining techniques and models or steps needed to create products.

1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
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Anchor Standard 6 | Conveying Meaning Through Art

1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
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Anchor Standard 11 | Synthesizing and relating knowledge and personal experiences to create products.

	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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UNIT 2: Third Grade - Performance

Summary and Rationale	
Topics Include: <ul style="list-style-type: none"> • This unit will outline performance skills as well as performer and audience behavior and etiquette. 	
Recommended Pacing	
This unit will span the school year to enable teachers to incorporate performance skills as needed to meet their individual school performance needs.	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Anchor Standard 2 Organizing and Developing	
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
Anchor Standard 3 Refining and Completing Products	
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 3: Third Grade - Composers and Great Works

Summary and Rationale

Topics Include:

- Students will be introduced to composers through varied activities.

Recommended Pacing

This unit will span the course of the year allowing teachers to incorporate the works of composers in their monthly lesson planning.

State Standards

Anchor Standard 4 | Selecting, Analyzing, and Interpreting Work

1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.

Anchor Standard 7 | Perceiving and Analyzing Products

1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
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Anchor Standard 8 | Interpreting Intent and Meaning

1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
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Anchor Standard 9 | Applying Criteria to Evaluate Products

1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
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Anchor Standard 10 | Synthesizing and relating knowledge and personal experiences to create products.

1.3A.5.Cn10 a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
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Anchor Standard 11 | Synthesizing and relating knowledge and personal experiences to create products.

1.3A.5.Cn11 a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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UNIT 1: Fourth Grade - Foundations

Summary and Rationale	
<p>Topics Include:</p> <p>Listen and Respond</p> <ul style="list-style-type: none"> ● SQUILT: Super Quiet Uninterrupted Listening Time <p>Read and Write</p> <ul style="list-style-type: none"> ● Pitch: treble clef lines and spaces ● Duration: whole, dotted half, half, quarter, eighth <p>Explore</p> <ul style="list-style-type: none"> ● Instrument families ● Exploring woodwind family <p>Create and Perform</p> <ul style="list-style-type: none"> ● Clapping/body percussion ● Pitched instruments: B, A, G songs 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Anchor Standard 2 Organizing and Developing	
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context

1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products	
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
Anchor Standard 7 Perceiving and Analyzing Products	

1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> ● How to engage in informed listening. ● Recognize instrumental timbre. ● Read music notation. ● Read different pitches on the staff. ● Identify different rhythms and their durations. ● Identify instruments of the orchestra. ● Understand the science of sound. ● Explain the characteristics of woodwind instruments. ● Explain proper concert etiquette. ● Engage in healthy and proper habits for performance, technique, and practice. ● Critique and evaluate performances in addition to self-assessment. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate skills of purposeful, active listening. 	

- Identify instrument families, and individual instruments, in live or recorded listening excerpts.
- Describe tempo, dynamics and mood/emotion of live or recorded listening excerpts.
- Describe benefits of understanding the written language of music notation.
- Describe the location of notes on the staff.
- Define “beat”, “sound”, and “note”, and understand how these differ.
- Identify symbols for quarter, half, dotted half and whole notes/rests.
- Develop and apply strategies to recall treble clef note names.
- Identify the instruments of the modern orchestra.
- Classify instruments into families by defining common traits.
- Classify instruments according to clef.
- Identify instrument families by sound/timbre
- Describe the development of the orchestra over time.
- Describe a variety of types of orchestras.
- Demonstrate purposeful listening.
- Identify the instruments of the woodwind family.
- Describe common traits of woodwind instruments.
- Apply understanding of pitch notation to create performance.
- Apply understanding of rhythmic notation to performance.
- Develop techniques for good vocal/instrumental tone production.
- Apply critical listening skills to diagnose correct tone production.
- Develop strategies and routines for effective practice.
- Follow and interpret a musical score.
- Analyze songs to determine requisite skills.
- Develop tools for self-reflection.
- Prepare songs or phrases for performance alone or with others.

Resources

Suggested Resources:

4th Pitch Notation
 4th Pitch Notation part 2
 4th Intro to Durations and Rhythm
 Woodwind Family 1

Assessment Suggestions:

Guided Listening #1: Intro to SQUILT
 Why Learn to Read Music?
 Flash Card Game: Locate and Notate
 Quaver Episode 9 Worksheets
 Duration and Notation Study Chart
 Duration Dice Game
 Music Math Worksheet
 Quaver Quirky Quiz
 Woodwind Family Instrument
 Identification
 “Meet the Players” Web Quest

UNIT 2: Fourth Grade - Listening and Notation

Summary and Rationale	
<p>Topics Include:</p> <p>Listen and Respond</p> <ul style="list-style-type: none"> ● SQUILT: Super Quiet Uninterrupted Listening Time <p>Read and Write</p> <ul style="list-style-type: none"> ● Pitch: treble clef lines and spaces ● Duration: whole, dotted half, half, quarter, eighth, sixteenth 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Anchor Standard 2 Organizing and Developing	
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
Anchor Standard 3 Refining and Completing Products	

1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products	
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Students will understand that educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form. 	

- Students will understand that the interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience.
- Students will understand that music is an important element of the historical and cultural record of humankind.
- Students will understand that music has the potential to elicit a powerful response from the performer and the audience.
- Students will understand that manipulation of the elements of music create expression.
- Students will understand that creativity is grounded in technical knowledge and personal experience.
- Students will understand that original compositions are grounded in prior knowledge.
- Students will understand that through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Students will understand that reading and notating music are essential to music literacy.
- Students will understand that music making is one of the oldest, most intimate, and basic forms of communication and cultural expression.
- Students will understand that the way a performer practices has a predictable effect on the level of proficiency and overall musicianship.
- Students will understand that formal and informal performances provide opportunities for growth.
- Students will understand that knowing the context of the music influences the meaning of the performance.

Unit Essential Questions

- How is active listening different than passive listening?
- What are some things we can listen *for* in music?
- How does knowing the context of a piece of music influence how I listen to it?
- How is written music organized?
- How is music like math?
- How are resources and knowledge applied to create music?
- What are established conventions of creating music?
- What are common traits of instruments in the string family?
- How is sound produced for string instruments?
- How can we apply our knowledge of musical elements?
- How do we assess our own performances?
- What does appropriate audience etiquette look like? Does it always look the same?
- How do our practice/rehearsal habits affect our musical performance?

Objectives

Students will know:

Unit Skills

- How to engage in informed listening.
- Recognize instrumental timbre.
- Identify various tempos and dynamics in music using proper vocabulary.
- Explain how/why music elicits an emotional response.
- Read music notation.
- Read different pitches on the staff.

- Identify different rhythms and their durations.
- Explain the characteristics of string instruments.
- Engage in healthy and proper habits for performance, technique, tone production, and practice.
- Critique and evaluate performances in addition to self-assessment.

Students will be able to:

- Demonstrate skills of purposeful, active listening
- Identify instrument families, and individual instruments, in live or recorded listening excerpts.
- Describe tempo, dynamics and mood/emotion of live or recorded listening excerpts.
- Identify duration for eighth, quarter, half, dotted half, and whole notes/rests
- Define meter as the organization of notes into strong and weak beats.
- Use bar lines to organize rhythmic notation.
- Organize music into measures.
- Create a short musical piece following a structured form.
- Identify instruments of the string family.
- Describe common traits of string instruments.
- Identify string instruments by sound.
- Apply understanding of duration and rhythm to performance.
- Perform rhythms and/or pitched songs which include eighth, quarter, half, dotted half, and whole notes/rests.
- Navigate DS, Coda, 1st and 2nd endings, repeat signs.
- Communicate about specific beats within specific measure of a written score

Resources

Assessment Suggestions:

- SQUILT Listening Assessment: String Family
- Quaver Melody Checker: Meter Assessment
- String Family Listening Assessment
- Vocal Performance Reflection

UNIT 3: Fourth Grade - Notation, Performance, and Composition

Summary and Rationale

- Respond and Describe
 - Guided Listening
- Read and Write
 - Pitch

<ul style="list-style-type: none"> ● Duration: Eighth Notes 	
Explore	
<ul style="list-style-type: none"> ● Brass Family 	
Create and Perform	
<ul style="list-style-type: none"> ● Composition ● Pitched Instruments: G, A, B, C, D 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 2 Organizing and Developing	
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
Anchor Standard 3 Refining and Completing Products	
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products	
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
Anchor Standard 6 Conveying Meaning Through Art	

1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.3A.5.Cn10 a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form. • Students will understand that the interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience. • Students will understand that music is an important element of the historical and cultural record of humankind. • Students will understand that music has the potential to elicit a powerful response from the performer and the audience. • Students will understand that manipulation of the elements of music create expression. • Students will understand that creativity is grounded in technical knowledge and personal experience. • Students will understand that original compositions are grounded in prior knowledge. • Students will understand that through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements. • Students will understand that reading and notating music are essential to music literacy. • Students will understand that music making is one of the oldest, most intimate, and basic forms of communication and cultural expression. • Students will understand that the way a performer practices has a predictable effect on the level of proficiency and overall musicianship. • Students will understand that formal and informal performances provide opportunities for growth. • Students will understand that knowing the context of the music influences the meaning of the performance. 	
Unit Essential Questions	

- What are some elements we can listen for and describe in music?
- How is hearing different from listening?
- In a room full of sounds, how can we focus our listening?
- How are rhythmic durations like fractions in math?
- Why do note names sound like fractions?
- What are common traits of brass family instruments?
- How is sound produced for brass instruments?
- How can we apply our understanding of pitch, rhythm, and meter?
- What constitutes a quality musical performance?
- How do we critique our own performances?
- How can critique help a musician improve?
- How does one approach the learning of a new piece of music?

Objectives

Students will know:

- How to engage in informed listening.
- Recognize instrumental timbre.
- Identify various tempos and dynamics in music using proper vocabulary.
- Explain how/why music elicits an emotional response.
- Read music notation.
- Read different pitches on the staff.
- Identify different rhythms and their durations.
- Explain the characteristics of brass instruments.
- Engage in healthy and proper habits for performance, technique, tone production, and practice.
- Critique and evaluate performances in addition to self-assessment.

Students will be able to:

- Demonstrate skills of purposeful, active listening
- Identify instrument families, and individual instruments, in live or recorded listening excerpts.
- Describe tempo, dynamics and mood/emotion of live or recorded listening excerpts.
- Count, describe, and perform sub-divisions.
- Use a variety of music counting systems to accurately perform rhythms.
- Define meter as the organization of notes into strong and weak beats.
- Use bar lines, measures, and time signatures to organize rhythm.
- Use bar lines to organize rhythmic notation.
- Apply understanding of duration and meter to compose and perform rhythms.
- Identify instruments of the brass family.
- Describe common traits of brass instruments.
- Identify brass instruments by sound.
- Navigate DS, coda, 1st and 2nd endings, repeat signs.

Resources

Core Text:

Suggested Resources:

Assessment Suggestions:

Performance Assessment 4-3

UNIT 4: Fourth Grade - Performance and Composition

Summary and Rationale

Listen and Respond

- Guided listening
- SQUILT

Explore

- Percussion Family

Create

- Composition

Perform

- Pitched instruments: G, A, B, C, D

Recommended Pacing

Full Year

State Standards

Standard

Anchor Standard 1 | Generating and Conceptualizing Ideas

1.3A.5.Cr1a

Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2 | Organizing and Developing

1.3A.5.Cr2a

Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context

1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
Anchor Standard 3 Refining and Completing Products	
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products	
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form. • Students will understand that the interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience. 	

- Students will understand that music is an important element of the historical and cultural record of humankind.
- Students will understand that music has the potential to elicit a powerful response from the performer and the audience.
- Students will understand that manipulation of the elements of music create expression.
- Students will understand that creativity is grounded in technical knowledge and personal experience.
- Students will understand that original compositions are grounded in prior knowledge.
- Students will understand that through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Students will understand that reading and notating music are essential to music literacy.
- Students will understand that music making is one of the oldest, most intimate, and basic forms of communication and cultural expression.
- Students will understand that the way a performer practices has a predictable effect on the level of proficiency and overall musicianship.
- Students will understand that formal and informal performances provide opportunities for growth.
- Students will understand that knowing the context of the music influences the meaning of the performance

Unit Essential Questions

- What are some things we can choose to listen for when listening to music?
- How is active listening different than passive listening?
- What are common traits of instruments in the percussion family?
- How is sound produced for percussion instruments?
- How is reading a musical score like reading a map?
- How do we assess our own musical performances?
- How can we provide useful critique for other musicians?

Objectives

Students will know:

Unit Skills

- How to engage in informed listening.
- Recognize instrumental timbre.
- Explain the characteristics of percussion instruments.
- Engage in instrumental performance.
- Engage in healthy and proper habits for performance, technique, tone production, and practice.
- Critique and evaluate performances in addition to self-assessment.

Students will be able to:

- Demonstrate skills of purposeful, active listening
- Identify instrument families, and individual instruments, in live or recorded listening excerpts.
- Describe tempo, dynamics and mood/emotion of live or recorded listening excerpts.
- Identify instruments of the percussion family.
- Describe common traits of percussion instruments.
- Identify percussion instruments by sound.

- Develop techniques for good vocal/instrumental tone production.
- Apply critical listening skills to diagnose and correct tone production.
- Develop strategies and routines for effective practice.
- Follow and interpret a musical score.
- Analyze songs to determine requisite skills.
- Develop tools for self-reflection.
- Prepare songs or phrases for performance alone or with others.

Resources

Core Text:

Suggested Resources:

Assessment Suggestions:

Percussion Assessment

4th Grade Vocal Performance Reflection

UNIT 1: Fifth Grade - Baroque Music

Summary and Rationale	
Topics Include: Listen and Respond <ul style="list-style-type: none"> ● Baroque Music Read and Write Perform and Critique	
Recommended Pacing	
1 Marking Period	
State Standards	
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.3A.5.Cn11 a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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Instructional Focus

Unit Enduring Understandings

- Students will understand that educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form.
- Students will understand that the interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience.
- Students will understand that music is an important element of the historical and cultural record of humankind.
- Students will understand that music has the potential to elicit a powerful response from the performer and the audience.
- Students will understand that manipulation of the elements of music create expression.
- Students will understand that creativity is grounded in technical knowledge and personal experience.
- Students will understand that original compositions are grounded in prior knowledge.
- Students will understand that through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Students will understand that reading and notating music are essential to music literacy.
- Students will understand that music making is one of the oldest, most intimate, and basic forms of communication and cultural expression.
- Students will understand that the way a performer practices has a predictable effect on the level of proficiency and overall musicianship.
- Students will understand that formal and informal performances provide opportunities for growth.
- Students will understand that knowing the context of the music influences the meaning of the performance.

Unit Essential Questions

- What distinguishes Baroque music from other forms of classical music?
- How does the Baroque orchestra compare with other classical orchestras?
- Who were important Baroque composers?
- How does knowing the context of a piece affect how I listen to it?
- What does a composer need to decide before beginning to compose?
- How are music and math related?
- What are some reasons for composing new music?
- How do we assess our own performances?
- How can we apply our understanding of the elements of music?
- What are some characteristics of good vocal production?

- How do our practice and rehearsal strategies affect our musical performances?

Objectives

Students will know:

Unit Skills

- How to engage in informed listening
- Recognize different musical eras.
- Identify great composers.
- Describe characteristics of Baroque music.
- Read music notation.
- Read different pitches on the staff.
- Recognize elements of meter and time signature and their impact on rhythm.
- Engage in healthy and proper habits for performance, technique, tone production, and practice.
- Critique and evaluate performances in addition to self-assessment
- Correct recorder fingerings.

Students will be able to:

- Identify Baroque ornamentations.
- Describe key features of the Baroque orchestra.
- Identify important Baroque composers.
- Respond critically and aesthetically to Baroque excerpts.
- Make historical and cultural connections to people and events of the era.
- Analyze musical events using appropriate music vocabulary.
- Identify reasons for composing.
- Consider these parameters when composing:
 - The purpose or use of the final product
 - The range of the instrument(s) to be used
 - The skill level of the musician(s) who will play the composition
- Create short songs following a structured form
- Use basic music symbols in reading and writing music on the staff.
- Describe and demonstrate effective rehearsal habits.
- Perform songs in a variety of styles.
- Combine singing and movement in performances.
- Describe and demonstrate good performance etiquette.
- Describe and demonstrate appropriate audience etiquette.
- Explore music from a variety of cultures.
- Apply knowledge of musical elements in critique of musical performances.
- Apply knowledge of musical elements in self-reflection.
- Follow and interpret a musical score.

Resources

Suggest Resources:

5th Grade Baroque Music Intro
 5th Grade Baroque Lesson 2
 5th Grade Baroque Lesson 3
 5th Grade Baroque Lesson 4
 5th Grade Baroque Lesson 5
 5th Grade Intro to Composition

Assessment Suggestions:

Baroque Listening Assessment
 Baroque Assessment
 Baroque Era: Making Connections
 Why Compose?
 Teacher-made composition tasks

UNIT 2: Fifth Grade - Classical Music

Summary and Rationale	
Listen and Respond <ul style="list-style-type: none"> Classical Music Read and Write Perform and Critique	
Recommended Pacing	
1 Marking Period	
State Standards	
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form. • Students will understand that the interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience. • Students will understand that music is an important element of the historical and cultural record of humankind. • Students will understand that music has the potential to elicit a powerful response from the performer and the audience. • Students will understand that manipulation of the elements of music create expression. • Students will understand that creativity is grounded in technical knowledge and personal experience. • Students will understand that original compositions are grounded in prior knowledge. • Students will understand that through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements. 	

- Students will understand that reading and notating music are essential to music literacy.
- Students will understand that music making is one of the oldest, most intimate, and basic forms of communication and cultural expression.
- Students will understand that the way a performer practices has a predictable effect on the level of proficiency and overall musicianship.
- Students will understand that formal and informal performances provide opportunities for growth.
- Students will understand that knowing the context of the music influences the meaning of the performance.

Unit Essential Questions

- What distinguishes Classical music from other forms of classical music?
- How does the Classical orchestra compare with orchestras of other eras?
- Who were some important composers of the Classical Era?
- How does understanding the form or structure of a piece influence how I listen to it?
- What information does a composer need before s/he can begin a composing task?
- What are some reasons for composing?
- What prior knowledge readies a musician to compose new music?
- How can we apply our understanding of the elements of music?
- What odes appropriate audience etiquette look like? Does it always look the same?
- How do we assess our own performances?
- What are some characteristics of good vocal production?

Objectives

Students will know:

Unit Skills

- Recognize different musical eras and major historical contributions in music.
- Identify great composers.
- Describe the instrumentation of various ensembles.
- Read music notation.
- Read different pitches on the staff.
- Recognize elements of meter and time signature and their impact on rhythm and rhythm durations.
- Good composing techniques.
- Engage in healthy and proper habits for performance, technique, tone production, and practice.
- Critique and evaluate performances in addition to self-assessment.

Students will be able to:

- Identify Classical trends towards simplicity and balanced phrases.
- Compare Baroque and Classical orchestras.
- Identify important Classical composers.
- Respond critically and aesthetically to Classical music excerpts.
- Make historical and cultural connections to people and events of the era.
- Use basic music symbols in reading and writing music on the staff.
- Create short songs following a structured form.

- Make appropriate compositional choices re: instrumentation, range, and the skill set of the intended performer.
- Describe and demonstrate effective rehearsal habits.
- Perform songs in a variety of styles.
- Combine singing and movement in performance.
- Describe and demonstrate good performance etiquette.
- Apply knowledge of musical elements in critique of performances.
- Apply knowledge of musical elements in self-reflection.
- Explore music from a variety of cultures.

Resources

Assessment Suggestions:

Classical Assessment
 Classical Era Exploration
 Classical Era: Making COnections
 Concert Etiquette
 Classical Era Jeopardy/Kahoot

UNIT 3: Fifth Grade - Romantic Music

Summary and Rationale

Listen and Respond

- Romantic Music

Read and Write

- Making the music/connection
- Composition

Perform and Critique

Recommended Pacing

1 Marking Period

State Standards

Anchor Standard 4 | Selecting, Analyzing, and Interpreting Work

1.3A.5.Pr4 a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
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1.3A.5.Pr4 b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4 d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4 e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.5.Pr6 b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.5.Re8 a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9 a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.5.Cn1 1a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Students will understand that educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form. ● Students will understand that the interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience. ● Students will understand that music is an important element of the historical and cultural record of humankind. ● Students will understand that music has the potential to elicit a powerful response from the performer and the audience. ● Students will understand that manipulation of the elements of music create expression. 	

- Students will understand that creativity is grounded in technical knowledge and personal experience.
- Students will understand that original compositions are grounded in prior knowledge.
- Students will understand that through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements
- Students will understand that reading and notating music are essential to music literacy.
- Students will understand that music making is one of the oldest, most intimate, and basic forms of communication and cultural expression.
- Students will understand that the way a performer practices has a predictable effect on the level of proficiency and overall musicianship.
- Students will understand that formal and informal performances provide opportunities for growth.
- Students will understand that knowing the context of the music influences the meaning of the performance

Unit Essential Questions

- What distinguished Romantic music from other forms of classical music?
- How does the Romantic orchestra compare with other classical orchestras?
- Who were important Romantic composers?
- How does knowing the context of a piece of music affect my perceptions of it?
- How are rhythmic durations like fractions in math?
- How is music like math? • What factors can impact pitch and intonation?
- How do we assess our performances?
- What are some good characteristics of good vocal production?
- What is the process for efficient and effective rehearsal or practice?

Objectives

Students will know:

Unit Skills

- Recognize different musical eras and major historical contributions in music.
- Identify great composers.
- Describe the instrumentation of various ensembles.
- Make the music/math connection
- Read music notation.
- Read different pitches on the staff.
- Recognize elements of meter and time signature and their impact on rhythm and rhythm durations.
- Good composing techniques.
- Engage in healthy and proper habits for performance, technique, tone
- Critique and evaluate performances in addition to self-assessment.

Students will be able to:

- Describe key features of the Romantic Orchestra.
- Identify important Romantic composers.
- Respond critically and aesthetically to Romantic excerpts.
- Make historical and cultural connections to people and events of the era.
- Use time signatures and bar lines to organize compositions.
- Describe, count, and perform rhythms containing sub-divided beats.
- Understand and use a variety of counting systems when performing rhythms.

Resources

Core Text:**Suggested Resources:**

Romantic Era Listening Assessment
 Romantic Era Quirky Quiz Romantic Era
 Romantic Era Kahoot
 Timeline Bar Lines and Meter
 Composition Task 5-3 Performance
 Assessment 5-3

5th Grade UNIT 4: Impressionist/Modern Music

Summary and Rationale	
Listen and Respond <ul style="list-style-type: none"> ● Impressionist Music Read and Write Perform and Critique	
Recommended Pacing	
1 Marking Period	
State Standards	
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Anchor Standard 6 Conveying Meaning Through Art	

1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
Anchor Standard 8 Interpreting Intent and Meaning	
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
Anchor Standard 9 Applying Criteria to Evaluate Products	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form • Students will understand that the interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach, and personal experience. • Students will understand that music is an important element of the historical and cultural record of humankind. • Students will understand that music has the potential to elicit a powerful response from the performer and the audience. • Students will understand that manipulation of the elements of music to create expression. • Students will understand that creativity is grounded in technical knowledge and personal experience. • Students will understand that original compositions are grounded in prior knowledge. • Students will understand that through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements. • Students will understand that reading and notating music are essential to music literacy. • Students will understand that music making is one of the oldest, most intimate, and basic forms of communication and cultural expression. • Students will understand that the way a performer practices has a predictable effect on the level of proficiency and overall musicianship. • Students will understand that formal and informal performances provide opportunities for growth. • Students will understand that knowing the context of the music influences the meaning of the performance. 	
Unit Essential Questions	

- What distinguishes Impressionist music from other forms of classical music?
- Why do people have different interpretations of the same piece?
- How does knowing the context of the piece affect how I listen to it?
- How are resources and knowledge applied to create music?
- What are the established rules, guidelines and conventions of creating music?
- What inspires music creation?
- What collaborative steps are taken to produce a quality performance?
- What do efficient and effective practice routines look like?
- How do I know if a performance was effective?

Objectives

Students will know:

- Recognize different musical eras and major historical contributions in music.
- Identify great composers.
- Describe the instrumentation of various ensembles.
- Make the music/math connection.
- Read music notation.
- Read different pitches on the staff.
- Recognize elements of meter and time signature and their impact on rhythm and rhythm durations.
- Good composing techniques.
- Engage in healthy and proper habits for performance, technique, tone production, and practice.
- Critique and evaluate performances in addition to self-assessment.

Students will be able to:

- Describe the Impressionist composers' intent to create atmospheres and moods through music.
- Describe Impressionist musicians' innovative use of traditional orchestra instruments.
- Identify pioneers of the Impressionist sound.
- Make historical and cultural connections to people and events of the era.
- Respond critically and aesthetically to Impressionist music.
- Describe the fractional relationship between notes and beats.
- Describe the fractional relationship between beats and measures.
- Create short compositions, aligned with time signature, and adhering to prescribed range of pitches.
Compose within a restricted pitch range.
- Describe and demonstrate effective rehearsal habits.
- Perform songs in a variety of styles.
- Combine singing and movement in performance.
- Describe and demonstrate good performance etiquette.
- Describe and demonstrate appropriate audience etiquette.
- Explore music from a variety of cultures.
- Follow and interpret a musical score.
- Apply knowledge of musical elements in critique of performance.

Resources

Core Text:

Suggested Resources:

Assessment Suggestions:

Musical Era Jeopardy/Kahoot

Impressionist Era Quiz
Impressionist Era Exploration
Impressionist Era: Making Connections
Music Baseball