



Howell Township Public Schools
General Music Curriculum Guide
Grades K-5

Board Approved: August 23, 2017

Acknowledgements

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Introduction

Howell Township is a suburban community between two large metropolitan areas; New York City and Philadelphia. The people in this community come from diverse cultural backgrounds. Education is an important part of that background and excellence in education is respected.

Music is a major activity for a great number of students in our schools. All elementary children receive instruction in general/vocal music. They participate in choruses and perform in programs within the community from the 4th grade to 8th grade levels. Instructional music activities include students during the regular school year. All music students have the opportunity to use their various music skills in solo and group settings.

As music teachers of these children, we believe that they deserve the best in music education. The best for many students can only be base of musical activities from which they can choose.

We believe that the needs of our students can only be met through an eclectic curriculum where one method of teaching does not predominate, but all valid methods (i.e., Kodaly, Orff, Dalcroze and Gordon) are accepted in order to further music education. In order to facilitate the teaching of a band instrument, a pre-band instrument (i.e. flutophone, recorder) is taught the year prior to the beginning of band.

District Wide Philosophy and Objectives

Music – Grade K-5

It is our belief that general music instruction must be available to every student in this district. The highest benefit derived from the study of music is based on solid accomplishments toward specific designed Learning Targets and Goals

It is our desire to identify students with various degrees of musical aptitude and to provide them with an opportunity to develop their potential to the fullest. Music Education must therefore be included in a well-balanced, integrated school curriculum.

Our goal is to teach students a range of repertoire from different genres and time periods, including, theory, multi-cultural, historical and contemporary music. Students will be offered an aesthetic experience through formal and informal rehearsal and performances. By creating an engaging and enriching experience during class instruction, students will gain a deeper understanding of the arts.

Voice is the primary instrument for teaching these musical elements. The program engages students on multiple levels of learning and inquiry, and is designed to encourage critical and creative thinking skills through the integration of literature, art, movement, and drama. Units of study are often linked to skills from the classroom, including language arts and math skills such as shapes and patterns.

Current technology offers many options for expanded musical learning. All music classrooms integrate texts, listening CDs, interactive digital components, and supplemental software present the music educators with the ability to enhance musical engagement and learning. This also provides for an experiential exploration of music of many world cultures, providing new opportunities for our young music students.

Basic Materials for the Elementary Music Classroom

In order to fully implement the elementary music curriculum and to provide a broad, meaningful, and positive experience for each child, it is essential to provide a well-equipped music room in each elementary school.

1. Classroom Environment
A well ventilated classroom large enough to accommodate desks or tables, storage of equipment, and adequate space for the safe movement of up to 30 students.
2. Large Equipment
 - A. A well-tuned piano, which should be tuned at least twice a year. The piano should roll easily and safely.
 - B. A stereo, teacher laptop, and microphones & microphone stands.
 - C. Risers
 - D. Projector & VCR/DVD player
 - E. Storage facilities to accommodate all equipment
 - F. Music Stands
3. Classroom Instruments
 - A. Various Drums
 - B. Rhythm Sticks
 - C. Sand Blocks
 - D. Wood/Tone Blocks
 - E. Tambourines and/or jingle sticks
 - F. Castinets
 - G. Maracas and/or shakers
 - H. Guiros
 - I. Cymbals (both regular and/or finger cymbals)
 - J. Triangles & beaters
 - K. Jingle Bells
 - L. Cabasas
 - M. Xylophones
 - N. Metallophones
 - O. Glockenspiels
 - P. Boomwhackers
 - Q. Various ethnic rhythm instruments
4. Core Curriculum Materials
 - A. A current textbook and accompanying recorded/digital music, teacher materials, software, and CDs/DVD.
 - B. Supplemental materials in terms of books, instruments, and props.
 - C. The choral library should be expanded and added to each year.

Course Description for Grades K-2

In grades K-2, general music is offered once a week for the full year. Each music period is 40 minutes in length. Students are introduced to musical experiences that lead to satisfaction through success in producing musical sounds properly. Learning how to use their singing voices individually and in groups, students will expand the concept of musical performance. The skill of listening to music and fundamentals of music notation are introduced. Students will continue to develop and refine their motor skills and coordination through movement and rhythmic games.

COURSE DESCRIPTION FOR 3-5

Students will continue to enhance their music educational journey by using creative movement, rhythm games, body movements, authentic folk dances and integrations with other subjects. The student will develop and refine their fine and gross motor skills, listening skills and composition abilities. Students will continue to scaffold learning using their singing voices individually and in groups, extending the concept of musical performance through both classroom and choral experiences. The skill of listening and critiquing music while utilizing the fundamentals of music are expanded through music reading, and simple music compositions, and simple vocal and instrumental arrangements.

4th & 5th Choral Program

Students need to be exposed to a variety of musical styles throughout the year in a large group setting to fully understand the concepts of unison, partner songs, two-part and a cappella music. They also need to have vocal music opportunities to perform such as concerts, community events and field trips. The objectives of a choral music program are to Distinguish harmonic and contrapuntal styles of choral writing, identify music of different style periods, know how the body functions in the development of vocal technique and breath control, know basic principles of vowel production and their relationship to good tone production, understand basic notation for choral music, and to understand the relationship of physical and emotional health to good vocal technique. Students will demonstrate understanding of skills through solo or small group performances during the choral class period. During that class time, the teacher and students will be able to critique their work of the group and make positive suggestions for improvement in preparation of community based performances. The effectiveness of the concert choral program will be evaluated by the groups' demonstration of growth in reading, learning new music, and performance skills. The groups' success in meeting the stated objectives above will be demonstrated by the successful community based performances.

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		Grade K-2
Strand B. Music		
Essential Questions	Enduring Understandings	
How do underlying structures unconsciously guide the creation of music and art? Does music have boundaries?	Underlying structures in music can be found via analysis and inference. Breaking accepted norms often give rise to new forms of musical expression.	
Grade Level Standards	Classroom Applications	
<u>CPI</u> 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. <u>CPI</u> 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form and melody.	<ul style="list-style-type: none"> • CPI 1- Read and/or rite simple rhythm patterns utilizing flashcards or craft sticks • CPI 1- Sing and/or speak the difference between high and low pitch visuals • CPI 1- Play various dynamics using percussion instruments • CPI 2- Play simple pitch patterns on melodic instruments such as bells or xylophone • CPI 2- Move to various tempos in a song • CPI 2- Play a 4 corners listening game based on the families of instruments 	
Measures of Understanding		
<ul style="list-style-type: none"> • Performance based assessment • Antidotal records • Written tests and quizzes • Observation 		
Resources		

- Current textbook
- Websites
- Computer Software (Finale, Sibelius, Garage Band)
- Orff, Kodaly, Dalcroze, & Gordon resources
- Music K-8 Magazine
- Music Express Magazine

<http://www.state.nj.us/education/cccs/standards>

Standard 1.2 History of the Arts and Culture: All students will understand the role of, development, and influence of the arts throughout history and across cultures.		Music Grades K-2
Strand A- Music		
Essential Questions	Enduring Understandings	
Does music define culture or does culture define music ?	Culture affects self-expression, whether we realize it or not.	
What is old and what is new in any work of music?	Every musician / composer has a style; every artistic period has a style.	
How important is “new” in music?		
Grade Level Standards	Classroom Applications	
<u>CPI</u> 1.2.2.A.1 Identify characteristic theme-based works of music from various historical periods and world cultures.	<ul style="list-style-type: none"> • CPI 1- Study of Tchaikovsky’s ballet “The Nutcracker” (Russian composer of the romantic period) • CPI 1- Perform a simple dance to music of another culture or time period • CPI 1- Sing a song in another language 	
<u>CPI</u> 1.2.2.A.2 Identify how specific works of music are affected by past and present cultures.	<ul style="list-style-type: none"> • CPI 2- Perform various patriotic songs • CPI 2- Perform folk songs from around the world • CPI 2- Make connections between music and/or composers and historical their historical time periods 	
Measures of Understanding		

- Performance based assessment
- Antidotal records
- Written tests and quizzes
- Observation

Resources

- Current textbook
- Websites
- Computer Software (Finale, Sibelius, Garage Band)
- Orff, Kodaly, Dalcroze, & Gordon resources
- Music K-8 Magazine
- Music Express Magazine
- <http://www.state.nj.us/education/cccs/standards>

**Grade
K-2**

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand B- Music

Essential Questions	Enduring Understandings
<p>How does creating and performing in the arts differ from viewing the arts?</p> <p>To what extent does the viewer / listener properly affect and influence music and the artist and to what extent is the music for the artist / composer?</p>	<p>The arts serve multiple functions: enlightenment, education, and entertainment.</p> <p>Though the musician’s / composer’s imagination and intuition drive the work, great musicians / composers requires the skills and discipline to turn notions into a quality product.</p> <p>The artistic process can lead to unforeseen or unpredictable outcomes.</p>
Grade Level Standards	Classroom Applications
<p><u>CPI</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch rhythm, dynamics, and tempo</p> <p><u>CPI</u></p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique</p>	<ul style="list-style-type: none"> • CPI 1- Play a mystery song on instruments to discover it’s title • CPI 1- Read rhythm patterns on the board • CPI 1- Sing letters that represent pitches in a song • CPI 2- Play “Closet Key” game practicing the difference between quiet & loud singing • CPI 2- Practice breathing between phrases of a song by pausing between phrases • CPI 2- Discuss and demo the difference between speaking, singing, shouting, and whispering voices

Measures of Understanding
<ul style="list-style-type: none">• Performance based assessment• Antidotal records• Written tests and quizzes• Observation
Resources
<ul style="list-style-type: none">• Current textbook• Websites• Computer Software (Finale, Sibelius, Garage Band)• Orff, Kodaly, Dalcroze, & Gordan resources• Music K-8 Magazine• Music Express Magazine• http://www.state.nj.us/education/cccs/standard

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of dance, theatre, music, and visual art.		Music Grades K-2
Strand A- Critique Methodologies		
Essential Questions	Enduring Understandings	
When is art/music criticism vital and when is it not?	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of music.	
Grade Level Standards	Classroom Applications	
<p><u>CPI</u></p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of music and identify characteristics of the artists who created them</p> <p><u>CPI</u></p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of music that evoke emotion and that communicate cultural meaning</p>	<ul style="list-style-type: none"> • CPI 1- Draw pictures while listening to Mozarts “Eine Kleine Nachtmusic”. Identify the aesthetic response from the picture. See a picture of the composer and discuss. • CPI 1- Perform and discuss various holiday songs and how it makes you feel and why • CPI 1- Compare patriotic songs of different elements of music • CPI 1- Compare emotions of songs of various cultures 	
Measures of Understanding		
<ul style="list-style-type: none"> • Performance based assessment <ul style="list-style-type: none"> • Antidotal records • Written tests and quizzes • Observation 		
Resources		

- Current textbook
- Websites
- Computer Software (Finale, Sibelius, Garage Band)
- Orff, Kodaly, Dalcroze, & Gordon resources
- Music K-8 Magazine
- Music Express Magazine
- <http://www.state.nj.us/education/cccs/standards>

Standards Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		Music Grade 3-5
Essential Questions: <ul style="list-style-type: none"> • Does music have boundaries? • How do underlying structures unconsciously guide the creation of musical works? 	Enduring Understandings: <ul style="list-style-type: none"> • Underlying structures in music can be found via analysis and inference. • Breaking accepted norms often give rise to new forms of musical expression 	
Grade Level Standards	Classroom Applications	
<p>CPI 1.1.5.B.1 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.</p> <p>CPI 1.1.5.B.2 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.</p>	<ul style="list-style-type: none"> • Identify the elements of music in response to aural prompts and printed music notational systems • Listening library genera's i.e, <ul style="list-style-type: none"> ○ American Folk Songs ○ Instrumental ○ Calypso ○ Motown ○ Ect.... • Student music composition and performance. <ul style="list-style-type: none"> ○ Garageband <ul style="list-style-type: none"> ▪ Form ▪ Layering ▪ Texture ▪ Genera ▪ Movie/Media ○ Future Book-series Resources <p>Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic harmonic progressions, and different basic structures</p> <ul style="list-style-type: none"> • Using Gross motor skills, skipping, marching etc. • Using pitched and non-pitched classroom instruments. 	
Measures of Understanding		

- Performance based assessment
- Antidotal Records
- Observation
- Written Tests and quizzes

Resources

- Current Book Series
- Kodaly
- Orff Instruments
- Technology
- Sibelius
- <http://www.state.nj.us/education/cccs/standards>

Standards		Music Grades 3-5
Standard 1.2 History of the Arts and Culture: All students will understand the role of, development, and influence of the arts throughout history and across cultures.		
Essential Questions	Enduring Understandings	
Does music define culture or does culture define music?	Culture affects self-expression, whether we realize it or not. - Community Performance Events i.e. Veterans Day - School Driven Performance	
What is old and what is new in any work of music?	Every musician / composer has a style; every artistic period has a style	
How important is “new” in music?	<ul style="list-style-type: none"> • Bach to Rock 	
Grade Level Standards	Classroom Applications	
CPI 1.2.5A.1 Art and culture reflect and affect each other	<ul style="list-style-type: none"> • Recognize works of dance, music, theatre and visual art as reflection of societal values and beliefs. 	
CPI1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.	<ul style="list-style-type: none"> • Create class movement, i.e. Mexican Hat Dance, Irish Jig. • Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. 	
CPI 1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.	<ul style="list-style-type: none"> • Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. 	
Measures of Understanding		
<ul style="list-style-type: none"> • Performance based assessment • Antidotal records • Observation • Written tests and quizzes 		
Resources		
<ul style="list-style-type: none"> • Current Book Series • Kodaly 		

- Orff Instruments
- Technology
- Sibelius
- <http://www.state.nj.us/education/cccs/standards>

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	Music Grade 3-5
Essential Questions	Enduring Understandings
<p>How does creating and performing in the arts differ from viewing the arts?</p> <p>To what extent does the viewer / listener properly affect and influence the music and the musician / composer and to what extent is the music for the musician / composer?</p>	<p>The arts serve multiple functions: enlightenment, education, and entertainment.</p> <p>Though the musician's / composer's imagination and intuition drive the work, great music requires skills and discipline to turn notions into a quality product.</p> <p>The artistic process can lead to unforeseen or unpredictable outcomes.</p>
Grade Level Standards	Classroom Applications
<p>CPI 1.3.5.B.1 Complex scores may include compound meters and the grand staff.</p> <p>CPI 1.3.5.B.2 Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p> <p>CPI 1.3.5.B.3 Music composition is governed by prescribed rules and forms</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting these CPIs, students may:</i></p> <ul style="list-style-type: none"> • Sing or play music from complex notation, using notation systems in treble, mixed meter, and compound meter • Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. <ul style="list-style-type: none"> ○ Vocalizing Rounds, Canons, Two-Part Harmony. • Score simple melodies using traditional instruments and/or computer programs.

<p>that apply to both improvised and scored music.</p> <p>CPI 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<ul style="list-style-type: none"> • Peer Reviewed Garageband Assessments
Measures of Understanding	
<ul style="list-style-type: none"> • Performance based assessment • Antidotal Records • Observation • Written Tests and quizzes 	
Resources	
<ul style="list-style-type: none"> • Current Book Series • Kodaly • Orff Instruments • Technology • Sibelius • http://www.state.nj.us/education/cccs/standards 	

<ul style="list-style-type: none"> Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of dance, theatre, music, and visual art. 	Music Grades 3-5
Essential Questions	Enduring Understandings
When is music criticism vital and when is it not?	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of music.
Grade Level Standards	Classroom Applications
<p><u>CPI</u> 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.</p> <p><u>CPI</u> 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	<p><u>Sample Assessments</u> <i>To show evidence of meeting these CPIs, students may complete the following performance assessment:</i></p> <p>Listen to digital recordings of their choral ensemble and apply the teacher based rubric (described above) to the performance. Make suggestions for improvement as an individual member of the chorus and for the ensemble. Set individual learning goals as member of the ensemble (e.g., During the fast section I am going to concentrate on the enunciation of the beginnings and endings of my words...OR I am going to try to listen to the members of my section and concentrate on blending my voice with my section mates rather than trying to “out sing” them...OR I am going to focus more carefully on the director to ensure I am beginning and ending phrases on time).</p> <p>Rehearse, re-record, and re-evaluate ensemble performances. Set intermediate and long term goals to improve areas of need and to build on strengths.</p>
Measures of Understanding	
<ul style="list-style-type: none"> Performance based assessment Antidotal Records Observation Written Tests and quizzes 	
Resources	
<ul style="list-style-type: none"> Current Book Series 	

- Kodaly
- Orff Instruments
- Technology
- Sibelius
- <http://www.state.nj.us/education/cccs/standards>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music / Vocal Music

GRADE: K-2

UNIT TOPIC : Expressive Qualities

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Concept	Objective	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
Dynamics Style Tempo	<p>Students will demonstrate the ability to identify volume changes in music</p> <p>Students will recognize songs of various moods and meanings</p> <p>Students will recognize songs of various speeds</p>	<p>E book Visual Aids Multi-Media Sound sources Technology</p>	<p>Performance based Observations, Tests and Quizzes</p>	<p>Gross motor movements to show loud and quiet / fast and slow sounds through listening examples Play percussion Instruments in various volumes and speeds Recognize dynamic /tempo markings within the context of a song Expose students to various listening examples (world music ,patriotic, classical, rock, folk songs, etc.)</p>	<p>Material Modifications: Students use finger movements to show loud and soft Students use color paper to show mood and feeling Students use a ball to show fast/ slow by rolling Enrichment: Use of online educational music games</p>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music / Vocal Music

GRADE: K-2

UNIT TOPIC: Melody

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Concept	Objective	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p>Pitch</p> <p>Melodic Direction /</p> <p>Harmony</p>	<p>Student will develop and awareness of high and low sounds</p> <p>Student will explore melodic direction, including steps, skips, and repeats</p> <p>Student will explore the use of simple harmonies</p>	<p>E-books Visual Aids Multi-media Sound sources Technology</p>	<p>Performance based observation , tests and quizzes.</p>	<p>Movement of scarves to show pitch/direction through listening examples Play simple accompaniments on Orff instruments Read, write, and/or create simple melodic patterns utilizing hand signs, movements, or flashcards Sing simple ostinato, bass lines, partner songs, and rounds</p>	<p>Material Modifications: Visual Aids Provide extra opportunities for movement</p> <p>Enrichment: Create and play pitch instruments Make connections between size and pitch thought instrument exploration.</p>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music / Vocal Music

GRADE: K-2

UNIT TOPIC: Melody

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Concept	Objective	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
Beat/ Duration Tempo Meter	<p>Student will begin to understand the elements of beat and rhythm</p> <p>Student will begin to recognize changes of the speed of the beat</p> <p>Student will begin to group beats into patterns of 2s, 3s, and 4s.</p>	<p>E-books</p> <p>Visual Aids</p> <p>Multi-media Sound sources</p> <p>Technology</p>	<p>Performance based observation, tests and quizzes.</p>	<p>Body percussion/large motor movements</p> <p>Play percussion instruments</p> <p>Play “Rhythm Bingo” (listening examples)</p> <p>Read and/or write rhythm patterns</p>	<p>Material Modifications:</p> <p>Visual Aids</p> <p>Use of manipulatives to physically show beat, duration, tempo and meter.</p> <p>Enrichment:</p> <p>Compose your original rhythms in various meters.</p> <p>Create contrasting movements to fit various tempos.</p>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music / Vocal Music

GRADE: 3-5

UNIT TOPIC: Rhythm

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Concept	Objective	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p>Beat/ Duration</p> <p>Tempo</p> <p>Meter</p>	<p>Student will be able to expand on the working knowledge of rhythm.</p>	<p>Rhythm instruments Orff Instruments Text CD's Laptops Visual Aids Online Tools</p>	<p>Performance based observation, tests and quizzes.</p>	<p>Present different simple and complex rhythm patterns. Distinguish tempo changes and interpret strong and weak beats in simple meter i.e. 2/4, 3/4 and 4/4 Aural Recognition Performance Composition and analyze</p>	<p>Ask student to perform one musical task at a time – read the words, clap a rhythm, notice how the notes move (up/down/repeat). Break tasks down into small units and teach with simple directions. Speak in short, simple sentences without “talking down” to a student.:</p> <p>Use visuals and manipulative's such as flannel board pieces, props, puppets, and "realia." ELL learners especially benefit from any three dimensional objects you bring in to enhance the reading experience.</p>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music / Vocal Music

GRADE: 3-5

UNIT TOPIC: Melody

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Concept	Objective	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p>Pitch</p> <p>Melodic Direction</p> <p>Harmony</p>	<p>Student will be introduced to the relationship between high and low pitches on the staff.</p> <p>Student will continue to explore melodic direction, including steps, skips, and repeats</p> <p>Student demonstrates the comparison of unison, partner songs, and melody with chords and melody as a round.</p>	<p>E-books Visual Aids Multi-media Sound sources Technology</p>	<p>Performance based observation, tests and quizzes.</p>	<p>Use of melodic instruments/voice to show pitch/direction through listening examples</p> <p>Play complex accompaniments on Orff instruments</p> <p>Read, write, and/or create simple melodic patterns utilizing hand signs, movements, or flashcards</p> <p>Sing complex unison, partner songs, and rounds</p>	<p>Material Modifications:</p> <p>Projection or literature, highlight info,</p> <p>Group singing. Use instruments in place of voice</p> <p>Enrichment:</p> <p>Solo vocalization, compose original music and accompaniment.</p> <p>Sing in two parts, round.</p> <p>Use instruments in two parts.</p>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music / Vocal Music

GRADE: 3-5

UNIT TOPIC: Form

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Concept	Objective	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p>AB ABA verse and refrain call and response.</p>	<p>Students will be able to explore, develop and expand knowledge and skills regarding the elements of form.</p>	<p>E-Books Multi-media Sound sources Technology Sheet Music</p>	<p>Performance based observation , tests and quizzes.</p>	<p>Performance; Listening; Analyze Demonstrate contrasting different sections of songs. These selections will present repetition and contrast.</p>	<p>Material Modifications: Use visuals and manipulative's such as flannel board pieces, props, and puppets. ELL learners especially benefit from any three dimensional objects you bring in to enhance the reading experience.</p> <p>Enrichment: Have the students watch a performance and follow the song "Oh, Freedom" online. Then have the students describe the vocal timbre and voice as an adult, child, female and the setting. Share information about different choirs.</p>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music / Vocal Music

GRADE: 3-5

UNIT TOPIC: Expressive Qualities

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Concept	Objective	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
Technique Solo Voice Etiquette Movement	Students will be able to explore and expand skills and knowledge regarding expressive qualities.	E-Books Multi-media Sound sources Technology Instruments	Performance based observation, tests and quizzes.	Performance; Listening; Analyze Dynamic: Present proper terminology/symbol for appropriate music notation. i.e.: f, mf, p, mp, etc. Style: Explore various musical styles: i.e.; folk, ballad, multicultural	Material Modifications: Learning hands-on (kinesthetically) generally is effective for most learners – one simple instruction at a time. If presenting the learner with a new idea, give small "digestible pieces" of information to assess comprehension, otherwise he or she might not see the reason for the activity. One way to utilize a "hands-on" approach is by having the students use movements to show the loud and soft parts of a song. Enrichment: Sound Scape Picture Prompt: Have the students listen to a piece of music and draw a picture on the setting or mood of the piece.