

VOCAL/GENERAL MUSIC K-4, 5-7
VOCAL/MUSICAL THEATRE 8

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COURSE TITLE:

VOCAL/GENERAL MUSIC K-4
GENERAL MUSIC 5, 6 AND 7
VOCAL/MUSICAL THEATRE 8

LENGTH:
FULL YEAR

SCHOOLS:
Berlin Community School

DATE:
SPRING 2017

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Music is a subject that touches every aspect of life and learning. The purpose of elementary and middle school music class is to help children develop an understanding and appreciation of music through acquisition of age-appropriate musical knowledge and skill. This is accomplished through performing, creating, analyzing and responding to music. Students in the K-4 age group learn primarily by doing. Students in the 5-8 age group learn through doing, experiencing, discussion and observing. Students experience music through singing, playing instruments, moving to music, and creating music. Listening to, analyzing, and evaluating music are also important building blocks of musical learning. Further, to participate fully in a diverse, global society, students are required to understand their own historical and cultural heritage as well as those of others from within and beyond their local communities.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS; FOR VISUAL AND PERFORMING ARTS WITH CORRESPONDING CLASSROOM SKILLS AND CONTENT OBJECTIVES

*For a complete copy of the NJ Core Curriculum Content Standards for
Visual and Performing Arts, Technology, and 21st Century Life and
Careers, please visit the following website:*

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

VISUAL AND PERFORMING ARTS

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.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION:

Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 8.

K-8 CLASSROOM OBJECTIVES FOR STANDARD 1.1 (ELEMENTS AND PRINCIPLES)

Skills

Students will demonstrate an age appropriate understanding of music concepts and elements (melody, rhythm, timbre, dynamics, and form).

Content

1. Students will learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
2. Students will examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.

3. Students will examine and discuss various musical styles.

**K-8 CLASSROOM OBJECTIVES FOR STANDARD 1.2
(HISTORY/CULTURE)**

Skills

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Content

1. Students will sing, listen to, and describe music representative of a variety of world cultures and historical periods.
2. Students will listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
3. Students will examine how music is used in the home, school, and community.

K-8 CLASSROOM OBJECTIVES FOR STANDARD 1.3 (CREATION AND PERFORMANCE)

Skills

Students will demonstrate the ability to perform music.

Content

1. Students will develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
2. Students will develop appropriate behavior both as performers and audience in a concert.
3. Students will experiment with musical sound by creating their own music on age-appropriate musical instruments.
4. Students will create music in response to selected mood and atmosphere.

K-8 CLASSROOM OBJECTIVES FOR STANDARD 1.4 (CRITIQUE/AESTHETICS)

Skills

Students will demonstrate the ability to perceive music aesthetically and make appropriate artistic judgments.

Content

1. Students will use age appropriate vocabulary to verbalize how selected music makes them feel.
2. Students will use musical vocabulary when discussing musical characteristics as they relate to the listener's feelings and preferences.
3. Students will discuss characteristics of a quality performance, such as singing or playing with proper intonation, accurate and precise tempo, and effective expression, dynamics and articulation.
4. Students will realize and appreciate the value of a critique when analyzing their own performances and the performances of classmates and audio/visual examples.
5. Students will develop enjoyment through listening to, singing, and performing music.
6. Students will develop personal preference and opinions about various music styles and will learn to express their opinions in concise and meaningful ways.
7. Students will develop respect for their own music and music of their classmates.

3. PROFICIENCY LEVELS

The course is designed for all students grades K-8. Students are expected to build upon previous musical knowledge and skills, and develop an appreciation of music through various styles and cultures.

4. METHODS OF ASSESSMENT

- **Student assessment** - the teacher will provide a variety of student assessments.
 - o Teacher observation
 - o Classroom participation
 - o Singing in unison and harmony
- o Playing age-appropriate instruments (classroom percussion instruments grades K-6/emphasis on recorders in grade 3)
- o Participation in various in-class performance activities and concert opportunities two to three times per years for grades 3-8.
- o Participation in the concerts and musical theatre production

• **Teacher/Curriculum Assessment**

There will be both an ongoing self and department assessment to determine the effectiveness of all aspects of the music program.

- o Teacher/departmental meetings/PLC's
- o Teacher observations
- o Performances
- o Self evaluation/PDP
- o Supervisor/principal evaluations
- o Suggestions for changes to area supervisor

5. GROUPING

Music is part of the standard curriculum for all students grades K-8 in the Berlin Borough School District.

6. ARTICULATION/SCOPE & SEQUENCE

All students receive instruction in music during grades K-7/specialized instruction in Musical Theatre and Vocal Performance in grade 8

7. RESOURCES

- Quaver Music Curriculum - online, interactive and sequential music education resource for grades K-8. Currently we have a license for grades K-5 but would like to implement the middle school curriculum that is offered for grades 6, 7 and 8.
- Music Express Magazine - a periodical music education publication by Hal Leonard for grades K-6; provides songs, music history, world music, current musical events and more with both hard copies for students and online, interactive tools and lessons.
- Music Theatre International, Inc, Broadway JR., Tams Witmark, Samuel French, Rodgers and Hammerstein, Theatrical Rights Worldwide - licensing houses for musical theatre production materials.

Supplemental materials: CD's, DVD's, and videos

8. METHODOLOGIES

1. Teacher demonstration of proper vocal techniques, instrumental techniques and understanding of music theory.
2. Teacher presentation of materials through example.
3. Exposure to various styles of music through listening and performance.
4. Group activities in composing, performing, analyzing.

9. SUGGESTED ACTIVITIES

- Rote singing - grades K-2
- Reading music - grades 2-8
 - Rhythm writing
- Classroom performances
 - Concert performances
- Musical Theatre productions
- Listening to and analyzing various musical performances and musical styles
 - Self evaluation

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multi-sensory formats
 - Use of assisted technology
 - Use of prompts
- Modification of content and student assignments
 - Testing accommodations
 - Adjusting the pace of lessons
 - Curriculum compacting
 - Inquiry-based instruction
 - Higher-order thinking skills
 - Interest-based content
 - Student-driven
- Real-world problems and scenarios

11. INTERDISCIPLINARY CONNECTIONS

Coordinate with the classroom teachers to develop lessons that coincide with their curriculum in:

- Social Studies
 - Math
 - Science
 - Language Arts
- Physical Education
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
 - Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
 - Application of skills learned in class to project based activities CRP2

12. PROFESSIONAL DEVELOPMENT

As per the PDP statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – MUSIC K-8

General Music	September	October	November	December	January
K-2	Quaver - K Quaver - K Quaver - K Quaver - 1 Quaver - 1 Quaver - 1 Quaver - 2 Quaver - 2 Quaver - 2	Quaver - K Quaver - K Quaver - K Quaver - 1 Quaver - 1 Quaver - 1 Quaver - 2 Quaver - 2 Quaver - 2	Quaver - K Quaver - K Quaver - 1 Quaver - 1 Quaver - 2 Quaver - 2	Quaver - K Quaver - K Quaver - 1 Quaver - 1 Quaver - 2 Quaver - 2 K-2: Singing Students will sing unison songs for the holiday season	Quaver - K Quaver - K Quaver - K Quaver - 1 - Intro to Theory Quaver 1 - Theory/Pitch Quaver 1 - Melody/Song Quaver 2 - Melodic Direction Quaver 2 - Phrases Quaver 2 - Pentatonic Scale
3-5	Quaver - 3 Quaver 3 - Ostinato Quaver 3 - Voice Types Quaver 3 - Theory Quaver 4 - Triplet/Rhythm Quaver 4 - Sixteenth Note Rhythms Quaver - 4 5th Grade Meets for Half A Year Quaver 5 - Meter Review Quaver 5 - 6/8 time Quaver 5 - Rhythm	Quaver 3 - Rounds/Cano ns Quaver 3 Lines and Spaces/Treble Clef Quaver 4 - Part Singing Quaver 4 - Scales 5th Grade Meets for Half A Year Quaver 5 - Syncopation Music Express - Singing with syncopated rhythms Quaver 5 - Dotted Notes	Quaver 3 - Melodic Movement Supplement lines and spaces with classroom activities/ manipulatives Quaver 4 - Singing 5th Grade Meets for Half A Year Quaver 5 - Notation	Quaver 3 - Sixteenth Notes Quaver 4 - Duration Quaver 4 - Dotted Quarter Notes 5th Grade Meets for Half A Year Quaver 5 - Notation Quaver 5 - Dynamics Singing - students will perform songs for	Quaver 3 - Whole Notes/Rests Quaver 3 - Writing Notes and Rests Quaver 3 - Dynamics Quaver 4 - Articulation Quaver 4 - Timbre 5th Grade Meets for Half A Year Quaver 5 - Notation Review Grade 5 - Performance Evaluations

				the holiday season	
6-8	(Quarterly Rotation) Grade 6 - note and rest values; the staff; treble clef; note naming; meter/time signature; rhythms; composing	(Quarterly Rotation) Grade 6 - Music History ~Baroque ~Classical ~Romantic Quaver Baroque Guide (There is also a guide for Classical and Romantic music. (Here is an example of where the middle school Quaver curriculum would be of great use.	(Quarterly Rotation) Grade 6 - Tempo Dynamics Articulation Music analysis	(Quarterly Rotation) Grade 6 - note and rest values; the staff; treble clef; note naming; meter/time signature; rhythms; composing	(Quarterly Rotation) Grade 6 - Music History ~Baroque ~Classical ~Romantic Quaver Baroque Guide (There is also a guide for Classical and Romantic music. (Here is an example of where the middle school Quaver curriculum would be of great use.

General Music	February	March	April	May	June
K-2	Quaver - K Instrument Families Intro Quaver - K Woodwinds/Bra ss Quaver - K Percussion/Strin gs Quaver - 1 Sounds and Rests Quaver - 1 NOTES and rests Quaver - 1	Quaver - K Loud and soft Quaver - K Singing/Playing loud and soft Quaver - 1 Speed of the beat (Tempo) Quaver - 1 Tempo (cont) Quaver - 1 Speeding up/slowing down Quaver - 2	Quaver - K Intro to tempo Quaver - K Identifying fast and slow Quaver - K Why does tempo change? Quaver - 1 Dynamics Quaver - 1 Getting louder/getting softer		

	Pitch and Rhythm Quaver - 2 Duration Quaver - 2 Writing notes/rests	Dynamics - "issimo" Quaver - 2 Crescendo/Decrescendo Quaver - 2 Dynamics create interest Quaver - 3 Recorders/Blues Quaver - 3 Recorders By this point the students should be comfortable with play B-A-G and short songs that include these notes.	Quaver - 1 Dynamics make music more interesting Quaver - 2 Four Families of Instruments Quaver - 2 Brass Family Quaver - 2 Science of Sound		
3-5	Quavxer - 3 Intro to Recorder/Woodwinds Quaver - 3 Recorders Quaver - 4 Orchestra and Concert Band Quaver - 4 Guitars and Fretted Instruments See previous for Grade 5	See previous for Grade 5	See previous for Grade 5	See previous for Grade 5	See previous for Grade 5
6-8	Grade 6 - note and rest values; the staff; treble clef; note naming; meter/time signature; rhythms; composing	Grade 6 - Music History ~Baroque ~Classical ~Romantic Quaver Baroque Guide (There is also a guide for Classical and Romantic music. (Here is an example of where the	Grade 6 - Tempo Dynamics Articulation Music analysis	Grade 6 - note and rest values; the staff; treble clef; note naming; meter/time signature; rhythms; composing	Grade 6 - Music History ~Baroque ~Classical ~Romantic Quaver Baroque Guide (There is also a guide for Classical and

		middle school Quaver curriculum would be of great use.			Romantic music. (Here is an example of where the middle school Quaver curriculum would be of great use. Tempo Dynamics Articulation Music analysis
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14. DISTRICT DEPARTMENTAL ASSESSMENT – VOCAL MUSIC (as of Spring 2017)

The areas below have been identified in the existing instrumental music curriculum but are not currently being met by the district. The intention will be to reintroduce and/or expand the outlined areas as the district moves forward.

- Reinstatement of vocal music program in grades 4, 5, 6 and 7 in the form of weekly chorus rehearsals.
 - Addition of a string program
- Refurbishment of existing performance spaces (curtains/lighting/sound) or creation of a dedicated performance space for concerts, recitals and performing arts presentations