

Performing Arts

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explore
think
imagine
learn
the art room
elizabeth public schools

KINDERGARTEN

Kindergarten - Marking Period 1			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u> Loud / Soft <u>Tempo</u> Fast / slow <u>Articulation</u> Smooth and connected Short and detached <u>Rhythm</u> Steady Beat Same / Different <u>Melody</u> High / low	A. Respond to characteristics of phrase form: same and different B. Respond to characteristics of rhythm: Beat (steady or not steady) C. Identify differences between vocal sounds: speaking, singing, shouting, whispering, humming D. Move to show smooth and connected and short and detached sounds	NJSLS: VPA 1.3A.2.Cr1a 1.3A.2.Pr4a 1.3A.2.Pr5a 1.3A.2.Pr5b 1.3A.2.Pr5c 1.3A.2.Pr5e 1.3A.Pr6a 1.3A.Pr6b 1.3A.2.Re7a 1.3A.2.Re7b 1.3A.2.Re8a 1.3A.2.Re9a 1.3A.2.Cn10a 1.3A.2.Cn11a NJSLS: ELA A.SL1 A.SL2	1. Explore a range of sound possibilities with voice, body percussion, instruments, and environmental and electronic sound sources 2. Engage in vocal exploration using speaking, singing, calling and whispering 3. Develop pitch matching skills 4. Sing songs using loud and soft dynamics 5. Use body percussion and perform movements to show steady beat and to show smooth and connected / short

<p><u>Timbre:</u></p> <p>Vocal: Speak, sing, shout, whisper</p> <p><u>Singing</u></p> <p>Memorize a repertoire of songs representing genres and styles from diverse cultures</p>		<p>A.SL4</p> <p>A.L1</p> <p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>K.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.2.CR.1</p> <p>9.4.2.CI.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p> <p>9.4.2.TL.5</p> <p>9.4.2.TL.6</p> <p>9.4.2.TL.7</p>	<p>and detached sounds</p>
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Kindergarten - Marking Period 2			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Form</u> Echo Call and response <u>Melody</u> Upward / Downward Sol-mi patterns <u>Timbre</u> Body percussion Classroom percussion Nature Sounds: Animals Found Sounds: Kitchen sounds	A. Improvise patterns using body percussion B. Respond to characteristics of melodies: high / low pitches; upward / downward melodic direction C. Demonstrate appropriate audience behavior while observing classroom performances	NJSLS: VPA 1.3A.2.Cr1a 1.3A.2.Pr4a 1.3A.2.Pr5a 1.3A.2.Pr5b 1.3A.2.Pr5c 1.3A.2.Pr5e 1.3A.Pr6a 1.3A.Pr6b 1.3A.2.Re7a 1.3A.2.Re7b 1.3A.2.Re8a 1.3A.2.Re9a 1.3A.2.Cn10a 1.3A.2.Cn11a NJSLS: ELA A.SL1 A.SL2 A.SL4 A.L1	1. Explore a range of sound possibilities with voice, body percussion, instruments, and environmental and electronic sound sources 2. Engage in vocal exploration using descending and ascending glissandi on vowel "oo" 3. Sing songs with sol-mi solfege patterns 4. Listen to recordings of animal sounds and match them to pictures

		A.L2	
		A.L4	
		A.L5	
		A.L6	
		NJSLS: MATH	
		K.MDA1	
		NJSLS: CSDT	
		8.1.2.AP.1	
		8.1.2.AP.4	
		NJSLS: CLKS	
		9.1.2.CR.1	
		9.4.2.CI.1	
		9.4.2.CT.1	
		9.4.2.CT.2	
		9.4.2.CT.3	
		9.4.2.GCA.1	
		9.4.2.TL.5	
		9.4.2.TL.6	
		9.4.2.TL.7	

Kindergarten - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u> Loud / soft Getting louder / Getting softer	A. Create sound effects for stories, poems, and dramatizations using body percussion and classroom instruments B. Improvise simple sound pieces for voices, body percussion, instruments, and environmental sounds. Use iconic notation to read and perform these pieces	NJSLS: VPA 1.3A.2.Cr1a 1.3A.2.Pr4a 1.3A.2.Pr5a 1.3A.2.Pr5b 1.3A.2.Pr5c	1. Improvise sound pieces to describe moods or images 2. Identify accompaniment / no accompaniment 3. Acquire a repertoire of nonlocomotor movements: pat, clap, stamp, bend, stretch, twist, shake
<u>Tempo</u> Fast / slow Getting faster / getting slower		1.3A.2.Pr5e 1.3A.Pr6a 1.3A.Pr6b 1.3A.2.Re7a 1.3A.2.Re7b 1.3A.2.Re8a	
<u>Articulation</u> Smooth and connected Short and detached	C. Demonstrate appropriate audience behavior while observing classroom performances	1.3A.2.Re9a 1.3A.2.Cn10a 1.3A.2.Cn11a	4. Perform nonlocomotor motions in finger play and action songs. 5. Listen to music of diverse cultures 6. Perform and improvise rhythmic ostinato accompaniments
<u>Rhythm</u> Steady Beat Difference between		NJSLS: ELA A.SL1 A.SL2 A.SL4 A.L1	

Rhythm and Beat		A.L2	
		A.L4	
		A.L5	
		A.L6	
<u>Melody</u>		NJSLS: MATH	
High / low		K.MDA1	
<u>Timbre</u>		NJSLS: CSDT	
Nature sounds: weather		8.1.2.AP.1	
		8.1.2.AP.4	
Machine sounds		NJSLS: CLKS	
		9.1.2.CR.1	
		9.4.2.CI.1	
		9.4.2.CT.1	
		9.4.2.CT.2	
		9.4.2.CT.3	
		9.4.2.GCA.1	
		9.4.2.TL.5	
		9.4.2.TL.6	
		9.4.2.TL.7	
<u>Singing</u>			
Memorize a repertoire of songs representing genres and styles from diverse cultures			

Kindergarten - Marking Period 4			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Duration</u></p> <p>Long and short sounds</p> <p>Longer / Shorter</p> <p>One sound per beat: q</p> <p>Two sounds per beat: ry</p> <p><u>Tempo</u></p> <p>Fast / slow</p> <p>Getting faster / getting slower</p> <p>Changes in tempo</p> <p><u>Articulation</u></p> <p>Smooth and connected</p> <p>Short and detached</p>	<p>A. Improvise sound pieces to describe moods or images</p> <p>B. Identify instrumental sounds of classroom percussion instruments, keyboards, flute and trumpet</p> <p>C. Read iconic notation for melody and rhythm / Follow and create listening charts</p> <p>D. Demonstrate appropriate audience behavior while observing classroom performances</p> <p>E. Discuss appropriate audience behaviors</p>	<p>NJSLS: VPA</p> <p>1.3A.2.Cr1a</p> <p>1.3A.2.Pr4a</p> <p>1.3A.2.Pr5a</p> <p>1.3A.2.Pr5b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr5e</p> <p>1.3A.Pr6a</p> <p>1.3A.Pr6b</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p> <p>1.3A.2.Re8a</p> <p>1.3A.2.Re9a</p> <p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p>	<p>1. Explore a range of sound possibilities with voice, body percussion, instruments, and environmental and electronic sound sources</p> <p>2. Engage in vocal exploration using descending and ascending glissandi on vowel "oo"</p> <p>3. Explore producing head voice sounds and sustaining tones</p> <p>4. Sing melodic echoes and dialogue songs</p> <p>5. Develop good diction through modeling</p> <p>6. Listen to music of diverse cultures and styles</p> <p>7. Improvise introductions to</p>

<p><u>Rhythm</u></p> <p>Beat / Rhythm / Silent beat (Q)</p> <p>Patterns: combinations including q ry Q</p> <p><u>Meter</u></p> <p>Strong and weak beat</p> <p><u>Form</u></p> <p>Echo (imitation)</p> <p>Call and Response</p> <p>Introduction</p> <p><u>Texture</u></p> <p>Layers of sound</p> <p>Thick/thin</p>		<p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>K.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.2.CR.1</p> <p>9.4.2.CI.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p> <p>9.4.2.TL.5</p> <p>9.4.2.TL.6</p> <p>9.4.2.TL.7</p>	<p>songs, stories, poems, and dramatizations, using patterns of sound and movements.</p>
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FIRST GRADE

First Grade - Marking Period 1			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Dynamics</u></p> <p>Loud / Soft</p> <p><u>Tempo</u></p> <p>Fast / slow</p> <p><u>Mood</u></p> <p>Variety of Moods</p> <p><u>Timbre</u></p> <p>Individual: sing, speak, shout, whisper</p> <p>Body percussion</p> <p>Environmental Sounds</p> <p><u>Melodic Contours</u></p>	<p>A. Compare and contrast between sound and music that is loud or soft, fast or slow; melodies that move upward or downward; high tones and low tones</p> <p>B. Identify qualities of speech, singing, shouting, whispering</p> <p>C. Sing songs using loud and soft dynamics</p> <p>D. Improvise simple rhythms, using sound and movements, in call-and-response form</p> <p>E. Interpret icons representing beat / strong beat, long / short, and tempo and dynamic changes</p>	<p>NJSLS: VPA</p> <p>1.3A.2.Cr1a</p> <p>1.3A.2.Pr4a</p> <p>1.3A.2.Pr5a</p> <p>1.3A.2.Pr5b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr5e</p> <p>1.3A.Pr6a</p> <p>1.3A.Pr6b</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p> <p>1.3A.2.Re8a</p> <p>1.3A.2.Re9a</p> <p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p>	<p>1. Play melodic patterns on instruments and with body percussion</p> <p>2. Engage in vocal exploration using speaking, singing, calling, and whispering and descending and ascending glissandi</p> <p>3. Repeat simple rhythmic and melodic patterns to accompany songs using body percussion and small classroom instruments</p> <p>4. Perform creative movements while exploring concepts of time: rhythm (pulse, beat, speed-time: rhythm,</p>

High Tones and Low Tones Stepping Up Stepping Down	F. Interpret icons representing melodic motion G. Respond to characteristics of rhythm; steady beats, strong beats, silent beats, long / short sounds, rhythm patterns	A.L1 A.L2 A.L4 A.L5 A.L6	accent, and duration) 5. Perform creative movements while exploring concepts of space: level (low, middle, high); direction (forward, backward, sideways, up, down); size (large or small); place-pathways (on the floor, in the air)
<u>Rhythm</u> Steady Beat vs. Rhythm Same / Different q ry	H. Respond to characteristics of melody: high / low itches; upward / downward direction; melodic patterns	NJSLS: MATH 1.MDA1 NJSLS: CSDT 8.1.2.AP.1 8.1.2.AP.4	
<u>Phrase Form</u> Echo Call and Response	I. Compose using sound and movement, backgrounds or settings for poems, stories, songs, and speech pieces	NJSLS: CLKS 9.1.2.CR.1 9.4.2.CI.1 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 9.4.2.GCA.1 9.4.2.TL.5 9.4.2.TL.6 9.4.2.TL.7	6. Sing Echo songs and Call and Response songs from diverse cultures and styles
<u>Texture</u> Clap, Tap, Pat and Stomp			

First Grade - Marking Period 2			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Dynamics</u></p> <p>Getting louder / Getting softer</p> <p><u>Tempo</u></p> <p>Getting faster / Getting slower</p> <p><u>Mood</u></p> <p>Variety of Moods</p> <p><u>Timbre</u></p> <p>Individual: sing, speak, shout, whisper; Adult / Child</p> <p>Body percussion</p> <p>Found sounds</p> <p>Classroom percussion sounds / tone qualities</p>	<p>A. Compare and contrast between sound and music that is loud or soft, fast or slow; melodies that move upward or downward; high tones and low tones</p> <p>B. Identify qualities of classroom instruments (pitched and nonpitched instruments)</p> <p>C. Respond to characteristics of phrase form</p> <p>D. Improvise simple rhythms, using sound and movement, in call-and-response form</p> <p>E. Interpret icons representing beat / strong beat, long / short, and tempo and dynamic changes</p>	<p>NJSLS: VPA</p> <p>1.3A.2.Cr1a</p> <p>1.3A.2.Pr4a</p> <p>1.3A.2.Pr5a</p> <p>1.3A.2.Pr5b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr5e</p> <p>1.3A.Pr6a</p> <p>1.3A.Pr6b</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p> <p>1.3A.2.Re8a</p> <p>1.3A.2.Re9a</p> <p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p>	<p>1. Play melodic patterns on instruments and with body percussion using dynamics and various tempos</p> <p>2. Listen to music that suggest a story or subject</p> <p>3. Demonstrate appropriate audience behavior while observing classroom performances.</p> <p>4. Perform creative movements while exploring concepts of time: rhythm (pulse, beat, speed-time: rhythm, accent, and duration)</p> <p>5. Perform creative movements while exploring concepts of space: level (low, middle, high);</p>

<p><u>Melodic Contours</u></p> <p>High Tones and Low Tones</p> <p>Stepping Up</p> <p>Stepping Down</p> <p>Low to High / High to Low</p> <p><u>Rhythm</u></p> <p>Difference between steady beat and rhythm</p> <p>Strong beat / Weak beat</p> <p>Sound and silence patterns</p> <p><u>Duration</u></p> <p>Long / short sounds</p>	<p>F. Interpret icons representing melodic motion</p> <p>G. Respond to characteristics of rhythm: steady beats, strong beats, silent beats, long / short sounds, rhythm patterns</p> <p>H. Respond to characteristics of melody: high/low pitches; upward / downward directions; melodic patterns</p> <p>I. Composer using sound and movement, backgrounds or settings for poems, stories, songs, and speech pieces</p>	<p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>K.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.2.CR.1</p> <p>9.4.2.CI.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p> <p>9.4.2.TL.5</p> <p>9.4.2.TL.6</p> <p>9.4.2.TL.7</p>	<p>direction (forward, backward, sideways, up, down); size (large or small); place – pathways (on the floor, in the air)</p> <p>6. Sing Echo songs and Call and response songs from diverse cultures and styles</p>
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<u>Texture</u> Clap, Tap, Pat and Stomp One Sound / More than one Sound			
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First Grade - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Mood</u> Variety of Moods <u>Articulation</u> Legato / staccato <u>Timbre</u> Various tone qualities produced by individuals and groups Adult / child Large and small ensembles	A. Sing a variety of simple songs in various keys and meter, alone and with a group / Memorize a repertoire of songs representing genres and styles from diverse cultures B. Sing songs that explore high, middle, and low registers to develop head voice sounds and sustain tones C. Incorporate expressive	NJSLS: VPA 1.3A.2.Cr1a 1.3A.2.Pr4a 1.3A.2.Pr5a 1.3A.2.Pr5b 1.3A.2.Pr5c 1.3A.2.Pr5e 1.3A.Pr6a 1.3A.Pr6b 1.3A.2.Re7a 1.3A.2.Re7b 1.3A.2.Re8a 1.3A.2.Re9a	1. Play melodic patterns on instruments and with body percussion 2. Expand vocal range upward 3. Expand instrumental sound resources, playing each with appropriate technique 4. Play instruments in combination with each other. Ensemble Playing

<p><u>Melody</u></p> <p>Steps, skips and repeated pitches</p> <p>Do pentatonic</p> <p><u>Meter</u></p> <p>Meter in 2</p> <p>Meter in 3</p> <p><u>Rhythm</u></p> <p>Patterns using q ryQ</p> <p><u>Section Form</u></p> <p>Same/different sections</p> <p>Question/Answer phrases</p> <p>Long and short phrases</p> <p>Introduction and coda</p> <p>Cumulative song</p>	<p>elements into playing</p> <p>D. Respond to characteristics of rhythm: steady beats, strong beats, silent beats, long / short sounds, and rhythmic patterns through singing and movement</p> <p>E. Respond to characteristics of melody: high / low pitches; upward / downward direction; melodic patterns</p> <p>F. Identify sounds of nonpitched and pitched percussion instruments; trombone, violin, flute, clarinet, and trumpet</p> <p>G. Discuss appropriate audience behaviors</p>	<p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p> <p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>K.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.2.CR.1</p> <p>9.4.2.Cl.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p>	<p>5. Perform creative movements that express qualities in music; fast / slow and changing tempos; loud / soft and changing dynamics</p> <p>6. Describe mood and style in a variety of music</p> <p>7. Sing songs in verse and refrain form</p>
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<u>Texture & Harmony</u>		9.4.2.TL.5	
Thick/thin		9.4.2.TL.6	
Ostinato		9.4.2.TL.7	
Bordun			

First Grade - Marking Period 4			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Mood</u></p> <p>Variety of Moods</p> <p><u>Articulation</u></p> <p>Legato / staccato</p> <p><u>Timbre</u></p> <p>Various tone qualities produced by individuals and groups</p> <p>Adult / child</p> <p>Large and small ensembles</p> <p><u>Melody</u></p> <p>Steps, skips and repeated pitches</p> <p>Do pentatonic</p> <p><u>Meter</u></p>	<p>A. Sing a variety of simple songs in various keys and meter, alone and with a group / Memorize a repertoire of songs representing genres and styles from diverse cultures</p> <p>B. Sing songs that explore high, middle, and low registers to develop head voice sounds and sustain tones</p> <p>C. Sing melodic patterns in echo and call-and-response forms as preparation for part singing</p> <p>D. Compose rhythmic and melodic and movement patterns and use as</p>	<p>NJSLS: VPA</p> <p>1.3A.2.Cr1a</p> <p>1.3A.2.Pr4a</p> <p>1.3A.2.Pr5a</p> <p>1.3A.2.Pr5b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr5e</p> <p>1.3A.Pr6a</p> <p>1.3A.Pr6b</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p> <p>1.3A.2.Re8a</p> <p>1.3A.2.Re9a</p> <p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p>	<p>1. Play melodic patterns on instruments and with body percussion</p> <p>2. Practice basic repertoire of nonlocomotor movements in finger plays and action songs</p> <p>3. Develop these alternating patterns: pat-clap, pat-tap, pat-stamp</p> <p>4. Practice basic locomotor movements: walk, run, hop, jump, twirl; Develop locomotor movements: skip, slide, leap, gallop</p> <p>5. Incorporate expressive elements into</p>

Meter in 2	accompaniments	A.L2	playing and
Meter in 3	to songs and	A.L4	singing
	speech pieces	A.L5	
<u>Rhythm</u>	E. Use tempo and	A.L6	6. Imitate and
Patterns using q	dynamic changes	NJSLS: MATH	invent rhythmic
ryQ	and contrasts in	K.MDA1	and melodic
	improvisations	NJSLS: CSDT	patterns,
<u>Section Form</u>	F. Improve a	8.1.2.AP.1	individually and
Same/different	contrasting or B	8.1.2.AP.4	in unison with
sections	section in an AB	NJSLS: CLKS	others
Question/Answer	or ABA form,	9.1.2.CR.1	7. Play elemental
phrases	using sound	9.4.2.CI.1	harmonies
Long and short	and/or movement	9.4.2.CT.1	(simple bordun)
phrases		9.4.2.CT.2	
Introduction and	G. Create	9.4.2.CT.3	
coda	introduction for	9.4.2.GCA.1	
Cumulative song	songs and speech	9.4.2.TL.5	
	pieces, using	9.4.2.TL.6	
	sound and	9.4.2.TL.7	
	movement		
<u>Texture & Harmony</u>	H. Follow and create		
Thick/thin	listening charts		
Ostinato			
Bordun			

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Dynamics</u></p> <p>Dynamics and marking including <i>Forte</i> and <i>Piano</i></p>	<p>A. Identify characteristics of phrase for: same / different; question / answer; repetition / contrast</p>	<p>NJSLS: VPA</p> <p>1.3A.2.Cr1a</p> <p>1.3A.2.Pr4a</p> <p>1.3A.2.Pr5a</p>	<p>1. Engage in vocal exploration blending head and chest voice throughout the vocal range to produce uniform tonal quality in each register</p>
<p><u>Tempo</u></p> <p>Getting faster / getting slower</p> <p>Tempo markings and fermata</p>	<p>B. Identify and respond to Timbres: Individual: Adult Treble / Bass; child; Group: duet, trio, quartet</p>	<p>1.3A.2.Pr5b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr5e</p> <p>1.3A.Pr6a</p> <p>1.3A.Pr6b</p>	<p>2. Practice producing head voice sounds in the upper register and sustaining tones</p>
<p><u>Mood</u></p> <p>Variety of Moods</p>	<p>C. Read and perform iconic notation for melodic direction: upward / downward</p>	<p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p> <p>1.3A.2.Re8a</p>	<p>3. Expand vocal range upward</p>
<p><u>Timbre</u></p> <p>Environmental sounds: Nature sounds, found sounds; machine sounds</p> <p>Individual: Adult treble, Adult bass, and child</p> <p>Group: duet, trio, quartet, chorus</p>	<p>D. Compose and notate rhythmic patterns using q ry Q</p> <p>E. Compare and contrast the styles of two different pieces</p>	<p>1.3A.2.Re9a</p> <p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p> <p>A.L2</p>	<p>4. Play a steady beat with strong and weak beats using bilateral and alternating lateral motions</p> <p>5. Practice basic locomotor movements</p>

<p><u>Melodic Contours</u></p> <p>Melodic direction</p> <p>Higher / lower</p> <p>Upward / downward</p> <p><u>Rhythm</u></p> <p>Steady beat</p> <p>Beat vs. Rhythm</p> <p><u>Duration</u></p> <p>Longer / Shorter</p> <p>q ry Q</p> <p><u>Phrase Form</u></p> <p>Same / Different</p> <p>Question / Answer</p> <p>Repetition / Contrast</p> <p><u>Texture / Harmony</u></p>		<p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>2.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.2.CR.1</p> <p>9.4.2.Cl.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p> <p>9.4.2.TL.5</p> <p>9.4.2.TL.6</p> <p>9.4.2.TL.7</p>	<p>during singing games and circle dances</p>
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Accompaniment / No accompaniment			
Layers of Sound			
Second Grade - Marking Period 2			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u> Dynamics and marking including <i>Forte</i> and <i>Piano</i> <u>Tempo</u> Getting faster / getting slower Tempos marking and fermata <u>Mood</u> Variety of Moods <u>Timbre</u> Environmental sounds: Nature sounds; found sounds; machine sounds Various tone qualities produced by	A. Compose songs and accompaniments with rhythms that contain D.C. al coda section B. Improvise percussion and melodic accompaniments to songs using rhythmic and melodic motives C. Perceive and respond to articulation changes (legato and staccato) D. Read iconic and regular notation for durations including q ry Q h dffg ; Meters including: @4 #4;	NJSLS: VPA 1.3A.2.Cr1a 1.3A.2.Pr4a 1.3A.2.Pr5a 1.3A.2.Pr5b 1.3A.2.Pr5c 1.3A.2.Pr5e 1.3A.Pr6a 1.3A.Pr6b 1.3A.2.Re7a 1.3A.2.Re7b 1.3A.2.Re8a 1.3A.2.Re9a 1.3A.2.Cn10a 1.3A.2.Cn11a NJSLS: ELA A.SL1	1. Sing melodic patterns in echo and call-and-response forms 2. Perform speech pieces in canon 3. Sing simple drones and melodic ostinatos 4. Play melodic patterns to accompany songs (ostinatos, melodic fragments) 5. Play elemental harmonies (simple bordun, moving bordun,

<p>individuals and groups</p> <p>Individual: Adult: Treble / Bass; Child</p> <p>Group: duet, trio, quartet, chorus</p> <p><u>Melodic Contours</u></p> <p>Melodic direction</p> <p>Higher / Lower</p> <p>Upward / Downward</p> <p><u>Rhythm</u></p> <p>Steady beat</p> <p>Difference between beat / rhythm</p> <p><u>Duration</u></p> <p>Longer / Shorter</p> <p>q ry Q</p> <p><u>Phrase Form</u></p> <p>Same / different phrases</p> <p>Question / Answer phrase</p>	<p>Invent systems for notating musical ideas</p>	<p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p> <p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>2.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKs</p> <p>9.1.2.CR.1</p> <p>9.4.2.Cl.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p> <p>9.4.2.TL.5</p> <p>9.4.2.TL.6</p> <p>9.4.2.TL.7</p>	<p>crossover bordon)</p> <p>6. Play instruments in groups (ensemble)</p> <p>7. Memorize a repertoire of songs representing genres and styles from diverse cultures</p>
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Repetition / contrast			
<u>Texture / Harmony</u>			
Accompaniment / No Accompaniment			
Layers of sound			

Second Grade - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Dynamics</u></p> <p>Crescendo / Decrescendo</p> <p>Sudden changes (subito)</p> <p><u>Tempo</u></p> <p>Changes in tempo</p> <p><u>Phrase Form</u></p> <p>Solo / Chorus</p> <p>Call and Response</p> <p>Introduction and Coda</p> <p>Cumulative Song</p> <p><u>Section Form</u></p> <p>D.C. al fine (ABA)</p> <p><u>Melody</u></p> <p>Steps, skips and repeated pitches</p>	<p>A. Compose songs and accompaniments with rhythms that contain ABA form.</p> <p>B. Improvise percussion and melodic accompaniments to songs</p> <p>C. Find and sing the Tonal center of a song</p> <p>D. Recognize and respond to steps, skips, and repeated pitches in a score</p>	<p>NJSLS: VPA</p> <p>1.3A.2.Cr1a</p> <p>1.3A.2.Pr4a</p> <p>1.3A.2.Pr5a</p> <p>1.3A.2.Pr5b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr5e</p> <p>1.3A.Pr6a</p> <p>1.3A.Pr6b</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p> <p>1.3A.2.Re8a</p> <p>1.3A.2.Re9a</p> <p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p>	<p>1. Respond to expressive qualities in music: fast, slow, and changing tempos; loud, soft and changing dynamics</p> <p>2. Play and sing songs that contain steps, skips and repeated notes</p> <p>3. Describe mood and style in a variety of music</p> <p>4. Improvise melodic phrases using the pentatonic scale</p> <p>5. Sing a variety of simple songs in various keys and meters, alone and with a group,</p>

<p>Tonal center</p> <p>Pentatonic</p>		<p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>2.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.2.CR.1</p> <p>9.4.2.CI.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p> <p>9.4.2.TL.5</p> <p>9.4.2.TL.6</p> <p>9.4.2.TL.7</p>	<p>responding to cues from a conductor</p> <p>6. Play instruments in groups (ensemble)</p>
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Second Grade - Marking Period 4

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Melody</u></p> <p>Pentatonic pitch patterns</p> <p><u>Instrumental</u></p> <p><u>Timbre</u></p> <p>Group: large and small ensembles</p> <p>Families: strings, percussion, winds</p> <p>Instrumentation from diverse cultures</p> <p><u>Singing</u></p> <p>Sing in complete phrases with energy and direction</p> <p>Sing ritardando following a conductor</p> <p><u>Rhythm</u></p>	<p>A. Compose and notate rhythmic and melodic ostinato accompaniments to pentatonic melodies and ties in the rhythm using classroom instruments or technology resources</p> <p>B. Perform line and folk dances</p> <p>C. Recognize and respond to steps, skips, and repeated pitches in a score</p>	<p>NJSLS: VPA</p> <p>1.3A.2.Cr1a</p> <p>1.3A.2.Pr4a</p> <p>1.3A.2.Pr5a</p> <p>1.3A.2.Pr5b</p> <p>1.3A.2.Pr5c</p> <p>1.3A.2.Pr5e</p> <p>1.3A.Pr6a</p> <p>1.3A.Pr6b</p> <p>1.3A.2.Re7a</p> <p>1.3A.2.Re7b</p> <p>1.3A.2.Re8a</p> <p>1.3A.2.Re9a</p> <p>1.3A.2.Cn10a</p> <p>1.3A.2.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p>	<p>1. Perceive and respond to articulation changes (<i>legato</i> and <i>staccato</i>)</p> <p>2. Play and sing songs that contain steps, skips and repeated notes</p> <p>3. Listen to and identify music of diverse cultures and styles</p> <p>4. Sing a variety of simple songs in various keys and meters, alone and with a group, responding to cues from a conductor</p> <p>5. Play instruments in groups (ensemble)</p>

<p>Tie</p> <p><u>Moving</u></p> <p>Basic patterned locomotor movements; line and folk dances</p>		<p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>2.MDA1</p> <p>NJSLS: CSDT</p> <p>8.1.2.AP.1</p> <p>8.1.2.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.2.CR.1</p> <p>9.4.2.CI.1</p> <p>9.4.2.CT.1</p> <p>9.4.2.CT.2</p> <p>9.4.2.CT.3</p> <p>9.4.2.GCA.1</p> <p>9.4.2.TL.5</p> <p>9.4.2.TL.6</p> <p>9.4.2.TL.7</p>	
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Third Grade - Marking Period 1

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
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<p><u>Melody</u></p> <p>Dynamics and dynamic markings including <i>piano</i>, <i>forte</i>, <i>crescendo</i> / <i>decrescendo</i>, sudden changes (<i>subito</i>), <i>mezzo</i>, <i>pianissimo</i>, <i>fortissimo</i></p> <p><u>Tempo</u></p> <p>Tempos and tempo markings including <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>adagio</i></p> <p><u>Articulation</u></p> <p>Articulation as an expressive choice</p> <p><u>Meter</u></p>	<p>A. Analyze and describe how tempo, dynamic, and timbre affect the mood of a piece.</p> <p>B. Identify music of diverse cultures and styles.</p> <p>C. Identify chord changes in two-chord songs and sing the bass note for each as accompaniment to classroom singing and playing of instruments.</p> <p>D. Expand vocal range upward</p> <p>E. Demonstrate correct breathing technique</p> <p>F. Sing with good sitting and standing postures</p> <p>G. Sing a variety of simple songs in various keys and</p>	<p>NJSLS: VPA</p> <p>1.3A.5.Cr1a</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5e</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p> <p>1.3A.5.Re7a</p> <p>1.3A.5.Re7b</p> <p>1.3A.5.Re8a</p> <p>1.3A.5.Re9a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p> <p>A.L2</p> <p>A.L4</p> <p>A.L5</p>	<p>1. Analyze and describe how tempo, dynamic, and timbre affect the mood of a piece</p> <p>2. Identify music of diverse cultures and styles</p> <p>3. Identify chord changes in two-chord songs and sing the bass note for each as accompaniment to classroom singing and playing of instruments.</p> <p>4. Expand vocal range upward</p> <p>5. Demonstrate correct breathing technique.</p> <p>6. Sing with good sitting and standing postures</p>
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Meter in 2, 3, and 4 time signatures	meters, alone and with a group, responding to cues from a conductor	A.L6	
<u>Section Form</u>		NJSLS: MATH	
First and second endings		3.OA.A.1	
D.S. al fine		3.OA.A.3	
Rondo Form		3.OA.C.7	
<u>Timbre</u>		NJSLS: CSDT	
Instrumentation from diverse cultures		8.1.5.IC.1	
		8.1.5.DA.1	
		8.1.5.DA.5	
		8.1.8.AP.4	
<u>Repertoire</u>		NJSLS: CLKS	
Songs representing genres and styles from diverse cultures		9.1.5.CR.1	
		9.2.5.CAP.1	
		9.2.5.CAP.2	
		9.2.5.CAP.3	
		9.2.5.CAP.4	
		9.2.5.CAP.5	
		9.2.5.CAP.8	
		9.4.5.Cl.1	
		9.4.5.Cl.2	
		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	

		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Third Grade - Marking Period 2

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u> Dynamic contrasts Dynamics as an expressive choice	A. Sing complete phrases using correct breathing techniques B. Distinguish between major and minor tonality	NJSLS: VPA 1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c	1. Sing complete phrases sing correct breathing techniques 2. Distinguish between major and minor tonality
<u>Tempo</u> Changes in tempo Tempo as an expressive choice	C. Perceive and respond to articulation changes (legato and staccato)	1.3A.5.Pr5e 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a	3. Perceive and respond to articulation changes (legato and staccato)

<p><u>Duration & Rhythm</u></p> <p>Combinations including: q, ry, Q, h, dffg, H, W, w, h., eqe</p> <p><u>Form</u></p> <p>D.C. al fine (ABA)</p> <p><u>Repertoire</u></p> <p>Songs representing genres and styles from diverse cultures</p>	<p>D. Read iconic and regular notation for durations including q ry Q h and dffg; Meters including @4 and #4</p>	<p>1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1 A.SL2 A.SL4 A.L1 A.L2 A.L4 A.L5 A.L6</p> <p>NJSLS: MATH</p> <p>3.OA.A.1 3.OA.A.3 3.OA.C.7</p> <p>NJSLS: CSDT</p> <p>8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5 8.1.8.AP.4</p>	<p>4. Read iconic and regular notation for durations including q ry Q h and dffg; Meters including @4 and #4</p>
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		NJSLS: CLKS	
		9.1.5.CR.1	
		9.2.5.CAP.1	
		9.2.5.CAP.2	
		9.2.5.CAP.3	
		9.2.5.CAP.4	
		9.2.5.CAP.5	
		9.2.5.CAP.8	
		9.4.5.CI.1	
		9.4.5.CI.2	
		9.4.5.CI.3	
		9.4.5.CI.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Third Grade - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Articulation</u> Articulation as an expressive choice <u>Rhythm</u> Even and uneven rhythm patterns (dotted notes) <u>Section Form</u> First and second endings D.S. al fine <u>Melody</u> Tonal center Major / minor <u>Harmony</u> Chord roots	A. Compose songs and accompaniments with rhythms that contain ties and a coda B. Improvise percussion and melodic accompaniments to songs C. Perceive and respond to articulation changes (legato and staccato) D. Read iconic and regular notation for durations including q ry Q h and dffg; Meters including @4 and #4 E. Invent systems for notation musical ideas	NJSLS: VPA 1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c 1.3A.5.Pr5e 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a NJSLS: ELA A.SL1 A.SL2 A.SL4 A.L1	1. Play melodic patterns on instruments and with body percussion using dynamics and various tempos 2. Listen to music that suggests a story or subject 3. Demonstrate appropriate audience behavior while observing classroom performances 4. Perform creative movements while exploring concepts of time: rhythm (pulse, beat, speed-time: rhythm, accent, and duration) 5. Perform creative movements while exploring concepts

<p><u>Singing</u></p> <p>Octave singing</p>		<p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>3.OA.A.1</p> <p>3.OA.A.3</p> <p>3.OA.C.7</p> <p>NJSLS: CSDT</p> <p>8.1.5.IC.1</p> <p>8.1.5.DA.1</p> <p>8.1.5.DA.5</p> <p>8.1.8.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.5.CR.1</p> <p>9.2.5.CAP.1</p> <p>9.2.5.CAP.2</p> <p>9.2.5.CAP.3</p> <p>9.2.5.CAP.4</p> <p>9.2.5.CAP.5</p> <p>9.2.5.CAP.8</p> <p>9.4.5.Cl.1</p> <p>9.4.5.Cl.2</p>	<p>of space: level (low, middle, high); direction (forward, backward, sideways, up, down); size (large or small); place – pathways (on the floor, in the air)</p> <p>6. Sing Echo songs and Call and Response songs from diverse cultures and styles</p>
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		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Third Grade - Marking Period 4			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Timbre</u> Families: strings, percussion, winds, and keyboard Instrumentation from different cultures	A. Sing echo songs, melodic ostinatos, partner songs, rounds, countermelodies, descants and easy 2-part canons B. Distinguish between Major and minor tonality	NJSLS: VPA 1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c 1.3A.5.Pr5e 1.3A.5.Pr6a	1. Sing a variety of songs in various keys and meters, alone and with a group, responding to cues from a conductor
<u>Texture / Harmony</u> Harmony / no harmony Unison/chordal harmony Major / minor Chord changes 2-part singing	C. Use varying dynamics, tempo, and articulation in compositions D. Identify letter names for pitches	1.3A.5.Pr6b 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a	2. Compose accompaniments in major and minor, and dramatizations for songs and / or readings using a variety of sound sources and movements
<u>Repertoire</u> A memorized repertoire of songs representing genres and		NJSLS: ELA A.SL1 A.SL2 A.SL4 A.L1	3. Compose and notate two short rhythmic pieces that can be performed together as partners 4. Practice identifying instrumental timbres

<p>styles fro diverse cultures</p> <p><u>Melody</u></p> <p>Letter names for pitches</p>		<p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>3.OA.A.1</p> <p>3.OA.A.3</p> <p>3.OA.C.7</p> <p>NJSLS: CSDT</p> <p>8.1.5.IC.1</p> <p>8.1.5.DA.1</p> <p>8.1.5.DA.5</p> <p>8.1.8.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.5.CR.1</p> <p>9.2.5.CAP.1</p> <p>9.2.5.CAP.2</p> <p>9.2.5.CAP.3</p> <p>9.2.5.CAP.4</p> <p>9.2.5.CAP.5</p> <p>9.2.5.CAP.8</p> <p>9.4.5.Cl.1</p> <p>9.4.5.Cl.2</p>	<p>5. Perform creative movements while exploring concepts of energy; attack, weight, strength / tension, and flow</p>
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		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Fourth Grade - Marking Period 1

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Tempo</u></p> <p>Tempos and tempo markings including <i>accelerando</i>, <i>presto</i>, <i>andante</i>, <i>subito</i></p> <p><u>Duration</u></p> <p>Tie</p>	A. Sing with sensitivity to blend in a group or choral ensemble, responding to cues from a conductor, a repertoire of music from various genres and cultures.	<p>NJSLS: VPA</p> <p>1.3A.5.Cr1a</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5e</p>	<p>1. Play melodic patterns on instruments with body percussion using dynamics and various tempos.</p> <p>2. Listen to music that suggests a story or subject</p>

<p>ry , Q, h, dffg, H, W, w, h. , eq, e dgy, rdg, q.e, eq.</p> <p><u>Melody</u></p> <p>Melodic imitation</p> <p>Melodic sequence</p> <p>Melodic contour</p> <p><u>Timbre</u></p> <p>Individual: Soprano, alto, tenor, bass</p> <p>Vocal blend</p> <p>Large and small ensembles</p> <p>Various tone qualities produced by individual instruments and groups of instruments</p> <p><u>Articulation</u></p> <p>Articulations and articulation markings including <i>legato</i> / <i>staccato</i>,</p>	<p>B. Demonstrate blending chest and head voice throughout the vocal range to produce uniform tonal quality in each register</p> <p>C. Create and notate a pentatonic melody using various articulations and dotted rhythms / eighth and sixteenth note combinations</p> <p>D. Compare and describe the elements of style in two contrasting pieces</p>	<p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p> <p>1.3A.5.Re7a</p> <p>1.3A.5.Re7b</p> <p>1.3A.5.Re8a</p> <p>1.3A.5.Re9a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p> <p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>4.OA.A.1</p> <p>4.OA.A.3</p> <p>4.OA.C.7</p> <p>NJSLS: CSDT</p> <p>8.1.5.IC.1</p>	<p>3. Demonstrate appropriate audience behavior while observing classroom performances</p> <p>4. Perform creative movements while exploring concepts of time: rhythm (pulse, beat, tempo, rhythm, accent, and duration)</p> <p>5. Perform creative movements while exploring concepts of space: level (low, middle, high); direction (forward, backward, sideways, up down); size (large or small); place – pathways (on the floor, in the air)</p> <p>6. Sing echo songs and call and response songs from diverse cultures and styles</p>
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accents, slurs, <i>marcato</i>		8.1.5.DA.1 8.1.5.DA.5 8.1.8.AP.4 NJSLS: CLKS 9.1.5.CR.1 9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5 9.2.5.CAP.8 9.4.5.CI.1 9.4.5.CI.2 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.1 9.4.5.CT.4 9.4.5.DC.4 9.4.5.GCA.1 9.4.5.IML.2 9.4.5.IML.3 9.4.5.IML.6 9.4.5.IML.7	
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		9.4.5.TL.4	
		9.4.5.TL.5	

Fourth Grade - Marking Period 2			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Meter</u> Meter in 2 and @4 time signature Meter in 3 and #4 time signature Meter in 4 and \$4 time signature Meter in ^8 <u>Phrase form</u> Introduction, interlude, and coda Cumulative song Ballad <u>Composite Form</u> Opera, operetta, musical theater,	A. Sing an a capella song, 2-part songs and 2-part canons B. Demonstrate correct production of pure (and uniform) vowels / correct articulation for voiced and unvoiced consonants C. Sing harmonic endings to songs in preparation for singing parallel harmonies D. Create and notate a melody using various articulations and dotted rhythms / eighth and sixteenth note combination	NJSLS: VPA 1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c 1.3A.5.Pr5e 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a NJSLS: ELA A.SL1	1. Listen and respond to choral works 2. Practice distinguishing between Major, minor, diminished and augmented chords 3. Listen to or watch and respond to performances of opera, musical theater, symphonies, and piano preludes 4. Practice a cappella singing 5. Create and perform speech, rhythm and

piano prelude, symphony	patterns and melodic sequences	A.SL2 A.SL4 A.L1 A.L2 A.L4 A.L5 A.L6	movement canons
<u>Timbre</u> A Capella Singing			
<u>Texture</u> 2-part singing Counter melodies and descants Rounds and canons Chordal accompaniments		NJSLS: MATH 4.OA.A.1 4.OA.A.3 4.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5 8.1.8.AP.4 NJSLS: CLKS 9.1.5.CR.1 9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5	

		9.2.5.CAP.8	
		9.4.5.CI.1	
		9.4.5.CI.2	
		9.4.5.CI.3	
		9.4.5.CI.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Fourth Grade - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Melody</u></p> <p>Steps, skips and repeated pitches</p> <p>Intervals: unison, octave, third</p> <p>Pitch letter names</p> <p>Whole steps and half steps</p> <p>Scales: pentatonic, major, and minor</p>	<p>A. Analyze and describe differences between orchestra and band sounds</p> <p>B. Analyze standard chamber and orchestra music</p> <p>C. Compare the elements of style between two contrasting pieces</p>	<p>NJSLS: VPA</p> <p>1.3A.5.Cr1a</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5e</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p> <p>1.3A.5.Re7a</p> <p>1.3A.5.Re7b</p> <p>1.3A.5.Re8a</p> <p>1.3A.5.Re9a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p>	<p>1. Sing a variety of songs that use major and minor melodic patterns</p> <p>2. Practice recognizing intervals</p> <p>3. Read through music containing steps, skips, and repeated notes in major and minor</p> <p>4. Worksheets to practice letter names of notes</p> <p>5. Sing major, minor and pentatonic scales</p> <p>6. Develop patterns of locomotor movements: social and popular (or contemporary) dances</p>
<p><u>Timbre</u></p> <p>Group: large and small ensembles including orchestra, concert band, jarocho, gamelan, symphony orchestra</p>	<p>D. Read and recognize solfege patterns in music and intervals</p> <p>E. Distinguish between major and minor</p>		
<p><u>Reading / Notating</u></p>			

Solfège patterns, major and minor		A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 4.OA.A.1 4.OA.A.3 4.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5 8.1.8.AP.4 NJSLS: CLKS 9.1.5.CR.1 9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5 9.2.5.CAP.8 9.4.5.CI.1 9.4.5.CI.2	
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		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Fourth Grade - Marking Period 4			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Texture and Harmony</u></p> <p>Monophonic, homophonic, polyphonic textures</p> <p>Unison/Chordal Harmony</p> <p>Chord changes</p> <p>Harmony in thirds and sixths</p> <p>Harmonic styles including: Parallel and contrary motion</p>	<p>A. Improvise using sequences / melodies in major and minor</p> <p>B. Analyze and describe how tempo, dynamics, and timbre affect the mood of a piece</p> <p>C. Distinguish between and respond to monophonic, homophonic, and polyphonic textures in choral performances and instrumental pieces.</p> <p>D. Identify and sing intervals of unison, second, third, and octave</p>	<p>NJSLS: VPA</p> <p>1.3A.5.Cr1a</p> <p>1.3A.5.Pr4a</p> <p>1.3A.5.Pr5a</p> <p>1.3A.5.Pr5b</p> <p>1.3A.5.Pr5c</p> <p>1.3A.5.Pr5e</p> <p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p> <p>1.3A.5.Re7a</p> <p>1.3A.5.Re7b</p> <p>1.3A.5.Re8a</p> <p>1.3A.5.Re9a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p>	<p>1. Develop these alternating patterns: Alternating snap, stamp-pat-clap</p> <p>2. Identify families of instruments from diverse cultures</p> <p>3. Listen to performances of choral music and instrumental music containing monophonic, polyphonic and homophonic textures</p> <p>4. Compose sound pieces and music to accompany movement poetry, and storytelling using a variety of media, including technology sources</p>
<p><u>Singing</u></p> <p>Intonation: Develop correct intonation, singing extended pentatonic patterns and scales / sing half steps in tune</p>			

Identify and sing intervals		A.L2	
Develop legato singing		A.L4	
		A.L5	
		A.L6	
<u>Form</u>		NJSLS: MATH	
Theme and variations		4.OA.A.1	
		4.OA.A.3	
		4.OA.C.7	
		NJSLS: CSDT	
		8.1.5.IC.1	
		8.1.5.DA.1	
		8.1.5.DA.5	
		8.1.8.AP.4	
		NJSLS: CLKS	
		9.1.5.CR.1	
		9.2.5.CAP.1	
		9.2.5.CAP.2	
		9.2.5.CAP.3	
		9.2.5.CAP.4	
		9.2.5.CAP.5	
		9.2.5.CAP.8	
		9.4.5.Cl.1	
		9.4.5.Cl.2	

		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Fifth Grade - Marking Period 1

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u> Dynamics and dynamic markings including <i>piano</i> , <i>forte</i> , <i>crescendo</i> / <i>decrescendo</i> , <i>sudden changes</i> (<i>subito</i>), <i>mezzo</i> , <i>pianissimo</i> , <i>fortissimo</i>	A. Read and perform a repertoire of music including varying dynamics, tempos, articulations, with and without syncopation, and in various meters	NJSLS: VPA 1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c 1.3A.5.Pr5e	1. Include offbeat rhythms in improvisations 2. Classroom percussion: Develop more extended instrumental pieces. Include opportunities for rhythmic and/or

<p><u>Tempo</u></p> <p>Tempos and tempo markings including <i>allegretto, lento</i></p> <p>Tempo as an expressive/musical choice</p> <p><u>Articulation</u></p> <p>Articulations and articulation markings including <i>legato, staccato, accents, various slurs, marcato</i></p> <p>Phrasing</p> <p>Articulation as an expressive choice</p> <p><u>Rhythm</u></p> <p>Even and uneven rhythm patterns (dotted rhythms)</p> <p>Syncopation</p> <p><u>Meter</u></p>	<p>B. Analyze and compare melodic structure in terms of movement, contour, sequence</p> <p>phrase, cadence, and mode</p> <p>C. Respond to and show form in music</p>	<p>1.3A.5.Pr6a</p> <p>1.3A.5.Pr6b</p> <p>1.3A.5.Re7a</p> <p>1.3A.5.Re7b</p> <p>1.3A.5.Re8a</p> <p>1.3A.5.Re9a</p> <p>1.3A.5.Cn10a</p> <p>1.3A.5.Cn11a</p> <p>NJSLS: ELA</p> <p>A.SL1</p> <p>A.SL2</p> <p>A.SL4</p> <p>A.L1</p> <p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>5.OA.A.1</p> <p>5.OA.A.3</p> <p>5.OA.C.7</p> <p>NJSLS: CSDT</p> <p>8.1.5.IC.1</p>	<p>melodic solos (composed or improvised)</p> <p>3. Compose music or movement theme and variations</p> <p>4. Listen to and analyze longer orchestral and band forms</p>
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<p>Meter in 2, 3, 4 and 5</p> <p>Meter in ^8</p> <p><u>Melody</u></p> <p>Intervals: unison, second, third, fourth, fifth, sixth, seventh, octave</p> <p>Pitch letter names</p>		<p>8.1.5.DA.1</p> <p>8.1.5.DA.5</p> <p>8.1.8.AP.4</p> <p>NJSLS: CLKs</p> <p>9.1.5.CR.1</p> <p>9.2.5.CAP.1</p> <p>9.2.5.CAP.2</p> <p>9.2.5.CAP.3</p> <p>9.2.5.CAP.4</p> <p>9.2.5.CAP.5</p> <p>9.2.5.CAP.8</p> <p>9.4.5.Cl.1</p> <p>9.4.5.Cl.2</p> <p>9.4.5.Cl.3</p> <p>9.4.5.Cl.4</p> <p>9.4.5.CT.1</p> <p>9.4.5.CT.4</p> <p>9.4.5.DC.4</p> <p>9.4.5.GCA.1</p> <p>9.4.5.IML.2</p> <p>9.4.5.IML.3</p> <p>9.4.5.IML.6</p> <p>9.4.5.IML.7</p>	
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		9.4.5.TL.4 9.4.5.TL.5	
Fifth Grade - Marking Period 2			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Form</u> Question / answer phrases Repetition / contrast Solo / chorus Call and response Introduction, Interlude, and coda Ballad 12-bar blues Section forms including AB, ABA, AABA, ABACA, Theme and Variations Opera, operetta, musical theater, pop music <u>Rhythm</u>	A. Read and perform a repertoire of music including varying dynamics, tempos, articulations, with and without syncopation, and in various meters B. Compose and arrange accompaniments for songs, poems, stories, and dramas, using music and movement C. Compose, notate, and perform melodies in major, minor using various media, including technology	NJSLS: VPA 1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c 1.3A.5.Pr5e 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a NJSLS: ELA A.SL1 A.SL2	1. Improvise extended phrases in question/answer form, using movement, rhythms, and melody 2. Provide opportunities for individuals to sing or play small pieces alone, demonstrating good technique and style. 3. Sing melodic ostinatos, partner songs, rounds, canons, countermelodies, descants and 2- and 3-part songs

<p>Patterns: combinations of 2 and 3 in mixed meter</p>		<p>A.SL4</p> <p>A.L1</p> <p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>5.OA.A.1</p> <p>5.OA.A.3</p> <p>5.OA.C.7</p> <p>NJSLS: CSDT</p> <p>8.1.5.IC.1</p> <p>8.1.5.DA.1</p> <p>8.1.5.DA.5</p> <p>8.1.8.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.5.CR.1</p> <p>9.2.5.CAP.1</p> <p>9.2.5.CAP.2</p> <p>9.2.5.CAP.3</p> <p>9.2.5.CAP.4</p> <p>9.2.5.CAP.5</p> <p>9.2.5.CAP.8</p>	
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		9.4.5.Cl.1	
		9.4.5.Cl.2	
		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Fifth Grade - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Form</u> Pop music, March, Overture, Finale, movement Piano prelude	A. Improvise melodies using various scales B. Improvise melodies over accompaniments, using I, IV, V chords	NJSLS: VPA 1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c 1.3A.5.Pr5e	1. Sing with sensitivity to blend in a group or choral ensemble, responding to cues from a conductor
<u>Timbre</u> Individual instruments Group: large and small ensembles including orchestra, symphony orchestra, bands (marching, symphonic, dance, military, rock)	C. Distinguish between major and minor D. Identify and analyze sectional, theme and variations, and rondo forms	1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a	2. Sing in parallel thirds and sixths 3. Identify and respond to modulations within a piece 4. Identify various instrumental (large and small group) timbres
<u>Rhythm</u> Patterns: combinations in compound meter including eighth note triplets,		NJSLS: ELA A.SL1 A.SL2 A.SL4 A.L1	5. Compose, notate and perform compositions in AB, ABA, and ABACA forms

dotted quarter and eighth notes, etc.		A.L2	
		A.L4	
		A.L5	
		A.L6	
<u>Melody</u>		NJSLS: MATH	
Range and register		5.OA.A.1	
Ornamentation		5.OA.A.3	
Tonal Center		5.OA.C.7	
Scales: pentatonic, major and minor, changes of key (modulation)		NJSLS: CSDT	
		8.1.5.IC.1	
		8.1.5.DA.1	
		8.1.5.DA.5	
		8.1.8.AP.4	
		NJSLS: CLKS	
		9.1.5.CR.1	
		9.2.5.CAP.1	
		9.2.5.CAP.2	
		9.2.5.CAP.3	
		9.2.5.CAP.4	
		9.2.5.CAP.5	
		9.2.5.CAP.8	
		9.4.5.Cl.1	
		9.4.5.Cl.2	

		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Fifth Grade - Marking Period 4			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<p><u>Form</u></p> <p>Pop music, Symphony, Sonata-allegro, concerto</p>	<p>A. Improvise melodies using various scales: major, minor, and modes</p>	<p>NJSLS: VPA</p> <p>1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b</p>	<p>1. Improvise extended phrases in question/answer form, using movement, rhythms, and melody</p>
<p><u>Timbre</u></p> <p>Individual instruments</p> <p>Group: large and small ensembles including orchestra, symphony orchestra, bands (marching, symphonic, dance, military, rock</p>	<p>B. Read melodic patterns and notate songs using modes</p> <p>C. Distinguish between major and minor</p> <p>D. Identify and analyze sectional, theme and variations, and rondo form</p> <p>E. Identify complete sections from longer musical forms</p>	<p>1.3A.5.Pr5c 1.3A.5.Pr5e 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a</p>	<p>2. Provide opportunities for individuals to sing or play small pieces alone, demonstrating good technique and style.</p>
<p><u>Texture & Harmony</u></p> <p>Organum, parallel and contrary motion, counter melodies</p>		<p>NJSLS: ELA</p> <p>A.SL1 A.SL2 A.SL4 A.L1</p>	<p>3. Sing melodic ostinatos, partner songs, rounds, canons, counter melodies, descants and 2- and 3-part songs</p>

<p><u>Melody</u></p> <p>Melodic imitation</p> <p>Melodic sequence</p> <p>Melodic contour</p> <p>Aeolian, Dorian, Mixolydian</p> <p>Diatonic pitch patterns in natural minor, melodic minor, Dorian mode, and Mixolydian mode</p> <p><u>Singing</u></p> <p>Diction: develop correct articulation of diphthongs</p> <p>Apply basic rules for correct English diction</p> <p>2- and 3- part singing</p>		<p>A.L2</p> <p>A.L4</p> <p>A.L5</p> <p>A.L6</p> <p>NJSLS: MATH</p> <p>5.OA.A.1</p> <p>5.OA.A.3</p> <p>5.OA.C.7</p> <p>NJSLS: CSDT</p> <p>8.1.5.IC.1</p> <p>8.1.5.DA.1</p> <p>8.1.5.DA.5</p> <p>8.1.8.AP.4</p> <p>NJSLS: CLKS</p> <p>9.1.5.CR.1</p> <p>9.2.5.CAP.1</p> <p>9.2.5.CAP.2</p> <p>9.2.5.CAP.3</p> <p>9.2.5.CAP.4</p> <p>9.2.5.CAP.5</p> <p>9.2.5.CAP.8</p> <p>9.4.5.CI.1</p> <p>9.4.5.CI.2</p>	
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		9.4.5.CI.3	
		9.4.5.CI.4	
		9.4.5.CT.1	
		9.4.5.CT.4	
		9.4.5.DC.4	
		9.4.5.GCA.1	
		9.4.5.IML.2	
		9.4.5.IML.3	
		9.4.5.IML.6	
		9.4.5.IML.7	
		9.4.5.TL.4	
		9.4.5.TL.5	

Sixth Grade

<u>Marking Period I</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Dynamics</u> Changes	1. Sing songs using dynamic inflection to create expressive effects	<u>NJSLS: VPA</u> 1.5.8.Cr1a 1.5.8.Cr1b	1. Create movements that reflect expressive elements
<u>Rhythm</u> Ties	2. Read from notation and sing	1.5.8.Cr2a 1.5.8.Cr2b	2. Read and sing from notation

Pickups	a song that includes ties and pickups as well as dotted notes, sixteenth notes, and anacrusis	1.5.8.Cr2c	using hand signs and pitch syllables.
Basic Note Values		1.5.8.Cr3a	
Dotted-Note		1.5.8.Pr4a	
Sixteenth-Note		1.5.8.Pr5a	3. Sing a countermelody to a song.
Patterns	3. Sing a song that illustrates repetition and contrast	1.5.8.Pr6a	
Anacrusis		1.5.8.Re7a	4. Analyzing songs in reference to sections. Follow a songs "road map"
		1.5.8.Re7b	
<u>Form</u>		1.5.8.Re8a	
Repetition and Contrast	4. Identify and describe the differences between contrasting sections of a listening selection	1.5.8.Re9a	
ABA and AAB		1.5.8.Cn10a	5. Perform movement routine to a song.
		1.5.8.Cn11a	
		1.5.8.Cn11b	
<u>Melody</u>		NJSLS: ELA	6. Create compositions using different forms.
Melodic patterns	5. Sing a pentatonic song	RL.6.4	
Melodic contour	6. Read and sing ascending and descending melodic contours	RL.6.5	
Diatonic melody		RL.6.6	7. Perform a song, first conducting and saying rhythm syllables, show hand signs, and sing pitch syllables, then sing the lyrics.
		W.6.9	
<u>Timbre</u>		L.6.6	
Vocal timbre	7. Listen to vocal choral timbres from diverse cultures	NJSLS: MATH	
		6.NS.A.1	
<u>Texture/Harmony</u>	8. Sing a song using layered parts	6.RP.A.1	
Layered ostinatos		6.SP.B.5	8. Analyze songs and the various vocal
Changes in density		NJSLS: CSDT	

		8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4 NJSLS: CLKs 9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	timbres in each song. 9. Perform each part of a song with layered ostinatos. 10. Perform the various ostinatos of one song
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<u>Marking Period II</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Rhythm</u>	1. Read and perform patterns in triple meter while	NJSLS: VPA	1. Sing a Scottish folk song and

Meter in 3	conducting the beat	1.5.8.Cr1a	conduct to find the upbeat
6/8, 3/4, 2/2 Meter		1.5.8.Cr1b	
Eighth and Sixteenth note rhythms	2. Perform movement to illustrate the form of a song	1.5.8.Cr2a	2. Clap the rhythm and conduct phrases of a ballad
		1.5.8.Cr2b	
		1.5.8.Cr2c	
<u>Form</u>	3. Perform ostinatos to accompany a song	1.5.8.Cr3a	3. Identify the aabb form of a melody
aabb form		1.5.8.Pr4a	
AB section form	4. Move to express the lyrics of a song and show melodic contour	1.5.8.Pr5a	4. Sing an Andean song with Spanish lyrics
ABA form		1.5.8.Pr6a	
		1.5.8.Re7a	
<u>Melody</u>	5. Read the major diatonic scale	1.5.8.Re7b	5. Perform percussion ostinatos
Pitch and direction		1.5.8.Re8a	
Melodic contour	6. Read the <i>la</i> diatonic scales	1.5.8.Re9a	6. Create and perform movements to a gospel song
Tonality	7. Play a song in harmonic minor	1.5.8.Cn10a	
Major and Minor Scales		1.5.8.Cn11a	
Key change or modulation	8. Sing a song in two parts with different textures	1.5.8.Cn11b	7. Identify a pentatonic scale
		NJSLS: ELA	
	9. Sing three Christmas songs in different meters	RL.6.4	8. Sing a Bolivian folk song in Spanish
		RL.6.5	
		RL.6.6	
		W.6.9	9. Sing a song with Hebrew lyrics in harmonic minor
		L.6.6	
		NJSLS: MATH	
<u>Texture/Harmony</u>	10. Sing a song with modulation		10. Sing a counter melody
Polyphonic and homophonic textures			

		6.NS.A.1 6.RP.A.1 6.SP.B.5 NJSLS: CSDT 8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4 NJSLS: CLKS 9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	and harmonies and differentiate different textures 11. Listen to a contemporary work that pictures a horse-drawn sleigh 12. Sing a carol and identify any sequences and meter 13. Create call- and-response chants on Kwanzaa themes 14. Play a percussion accompaniment with <i>ritardandos</i> and <i>accelerandos</i>
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<u>Marking Period III</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Dynamics</u> Changes <u>Rhythm</u> Duration Augmentation Diminution Beat Backbeat 2/4 meter Syncopation <u>Form</u> aaba AABA ABCA	1. Sing two songs with dynamic changes 2. Read augmented and diminished song rhythms 3. Move to and clap the backbeat of a song 4. Listen to and identify aaba (phrases) and AABA (sections) form 5. Sing a song in aaba song form 6. Play 12-bar blues bass lines and a boogie-woogie bass line 7. Read and sing from notation a	NJSLS: VPA 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Re8a 1.5.8.Re9a 1.5.8.Cn10a 1.5.8.Cn11a	1. Discuss the meaning of lyrics 2. Create and perform a short rhythmic composition with dynamic changes 3. Analyze and understand the nature of augmentation and diminution; analyze note values of augmented and diminished rhythms 4. Conduct a quarter note beat 5. Sing a song and identify the contrasting section

Introduction	song in dorian mode	1.5.8.Cn11b	
Verse/Refrain		NJSLS: ELA	6. Sing a song with a chromatic line
Coda	8. Sing a song in mixolydian mode	RL.6.4	
		RL.6.5	7. Write and play triads and chords
	9. Aurally identify a melodic motive and its transposition	RL.6.6	
<u>Texture/Harmony</u>		W.6.9	8. Sing a dorian mode tone ladder with pitch syllables
Counter melody	10. Listen to recordings of string orchestras from different cultures and compare the tone qualities and playing techniques	L.6.6	
		NJSLS: MATH	9. Sing a mixolydian melody using pitch syllables
<u>Melody</u>		6.NS.A.1	
Accidentals		6.RP.A.1	
Motive		6.SP.B.5	10. Improvise on a motive
Tonality		NJSLS: CSDT	
Mixolydian mode	11. Sing a song with melody and counter melody	8.2.8.ITH.1	11. Listen to different timbres offered by different instruments in the same family
		8.2.8.ITH.2	
		8.2.8.ITH.3	
		8.2.8.ITH.4	
		8.2.8.ITH.5	
		8.2.8.NT.1	
		8.2.8.NT.2	
		8.2.8.NT.3	
		8.2.8.NT.4	
<u>Timbre</u>		NJSLS: CLKS	12. Sing a song with and without counter melodies to discover harmony and texture
Instrumental		9.1.8.CR.1	
		9.1.8.CR.2	
		9.1.8.CR.3	
		9.1.8.CR.4	13. Perform a hoedown dance

<u>Marking Period IV</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Expression</u> Tempo <u>Rhythm</u> Beat 2/2 Meter Cut time 3/8 Meter 6/8 Meter <u>Timbre</u>	1. Listen a song at different tempos to illustrate how tempo affects a song's character 2. Read rhythms in 2/2 meter 3. Read the rhythm of a song in 3/8 meter 4. Perform a circle dance while singing a three-part round	NJSLS: VPA 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a	1. Sing a song while tapping at a steady tempo 2. Listen to a song and tap rhythm patterns that best fit the song 3. Listen to a folk song ballad 4. Sing a song with rhythm syllables 5. Sing a <i>cappella</i> , in

Vocal	5. Sight-read and sing a song in three-part canon	1.5.8.Re7b	unison, and as a round
Instrumental		1.5.8.Re8a	
Band instrumentation	6. Aurally identify the entrance of the subject in a fugue	1.5.8.Re9a 1.5.8.Cn10a 1.5.8.Cn11a	6. Perform movement to a song
<u>Melody</u>		1.5.8.Cn11b	7. Sing, compare, and analyze three melodies
Accidentals	7. Read and identify intervals in a harmonic minor song	NJSLS: ELA	8. Listen for the countersubjects in a fugue
Melodic intervals		RL.6.4	
Half steps	8. Read melodic sequences	RL.6.5	
Whole steps		RL.6.6	9. Compare the key signature of a song with a pitch set; identify intervals
Harmonic minor scales	9. Sing a song that employs sequences	W.6.9 L.6.6	
Pattern		NJSLS: MATH	10. Listen for a sequence
Motive	10. Listen for the differences between a big band and a concert band	6.NS.A.1 6.RP.A.1	11. Locate a motive and sequence in a score
<u>Form</u>		6.SP.B.5	
Round	11. Play an accompaniment in reggae style	NJSLS: CSDT	
Three-part round		8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4	12. Sing and identify rhythmic motives from a song and sing the song
Canon	12. Accompany a song on the guitar or piano using the F, B-flat, and C-seven chords	NJSLS: CLKS	13. Analyze beat, chord, and structure and frequency
Fugue			
Verse and Refrain			
<u>Texture/Harmony</u>			

Chordal accompaniment Homophonic texture		9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	14. Sing a song in English and Spanish
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Seventh Grade

<u>Marking Period I</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Career</u> Techno DJ Singer/Songwriter Music Copyrights Vocal Performer Vocal Coach Sound Engineer Recording Media Recording Engineer Music Publishing Promoter Music Video Production	1. Create an original techno composition 2. Analyze ways melody relates to lyrics 3. Create contrasting melodies and discuss copyright issues 4. Sing a song with appropriate expression 5. Coach a vocal performer in diction, dynamics, tempo, and articulation	<u>NJSLS: VPA</u> 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b	1. Identify instruments and samples in techno songs 2. Create a song through melodic contour exploration 3. Discuss how elements of a song support its lyrics 4. Evaluate intervals and rhythms in contrasting melodies; discuss songs

Music Delivery		1.5.8.Re8a	in the public domain
Music Critic	6. Analyze and modify timbres using sound equipment and techniques	1.5.8.Re9a 1.5.8.Cn10a 1.5.8.Cn11a	5. Identify elements of expression in a vocal recording
	7. Compare various music delivery systems	1.5.8.Cn11b NJSLS: ELA	6. Sing a song with proper technique and expression
	8. Listen to recordings and describe the mixdown process	RI.7.2 RL.7.5 W.7.4	7. Perform, using sound equipment
	9. Analyze missing elements in a melody	W.7.10 NJSLS: MATH	8. Evaluate music engineered with sound equipment
	10. Listen to an interview about promotion by a celebrity	7.RP.A.1 7.RP.A.2 NJSLS: CSDT	9. Produce several mixes of a recording
	11. Create a video for a song that reflects same and different sections and mood	8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4 NJSLS: CLKS	10. Accurately determine the form of a song
	12. Listen to and describe the ways music is delivered through different technologies	9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	11. Create a promotion plan for a favorite artist or band
	13. Listen to and describe the mood of a recording		12. Analyze a song for use in a music

			<p>video; analyze a music video</p> <p>13. Analyze music played by a computer</p> <p>14. Evaluate a performance</p>
<u>Marking Period II</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<p><u>Expression</u></p> <p>Mood</p> <p>Variety of mood</p> <p>Dynamics</p>	<p>1. Analyze how artists set ideas to words, and words to music</p> <p>2. Describe the use of various</p>	<p>NJSLS: VPA</p> <p>1.5.8.Cr1a</p> <p>1.5.8.Cr1b</p> <p>1.5.8.Cr2a</p>	<p>1. Differentiate between style sensitivity and musical preference</p>

<u>Timbre</u>	instruments in popular music	1.5.8.Cr2b	2. Create a suite comprise of samples
Instrumental and Electronic	3. Learn to distinguish the three main styles of blues	1.5.8.Cr2c	
Vocal (pop vocal)		1.5.8.Cr3a	3. Describe different blues textures
Instruments (popular, Latin music)	4. Perform several dance movements associated with popular music classics and create an original dance	1.5.8.Pr4a	
		1.5.8.Pr5a	4. Compose dance music
		1.5.8.Pr6a	
<u>Texture/Harmony</u>		1.5.8.Re7a	5. Dance to a dance beat
Texture		1.5.8.Re7b	
Blues Texture	5. Write a rap over a background recording	1.5.8.Re8a	6. Learn to distinguish the characteristics techniques used by Djs and MCs
Harmony		1.5.8.Re9a	
Rock chord structure	6. Distinguish different styles of jazz	1.5.8.Cn10a	
		1.5.8.Cn11a	7. Improvise simple variations on a tune
		1.5.8.Cn11b	
<u>Rhythm</u>	7. Compare and contrast different singing styles	NJSLS: ELA	
Beat		RI.7.2	8. Demonstrate different vocal timbres while singing familiar songs
Pattern	8. Distinguish different styles of rock	RL.7.5	
Hip-hop rhythms		W.7.4	
		W.7.10	
<u>Melody</u>	9. Critique the use of instruments, lyrics, and arrangements that create teen idol performers	NJSLS: MATH	9. Sing in harmony
Pitch and Direction		7.RP.A.1	
Melodic improvisation		7.RP.A.2	10. Read major chords and seventh chords
Country music melodies	10. Identify the major characteristics of	NJSLS: CSDT	
		8.2.8.ITH.1	
		8.2.8.ITH.2	

	<p>several country music styles</p> <p>11. Listen for elements of the vocal and instrumental styles of several well-known popular artists</p> <p>12. Listen for similarities and differences in Latin popular music</p>	<p>8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4 NJSLS: CLKS 9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4</p>	<p>11. Imitate dance moves of a favorite performer</p> <p>12. Create a dance for a song</p> <p>13. Sing in a country music style</p> <p>14. Sing a pop song with original styling and phrasing</p> <p>15. Learn how to salsa</p> <p>16. Sing music in parallel thirds</p>
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<u>Marking Period III</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Timbre</u> Instrumental Vocal Renaissance instruments Woodwind instruments Orchestral instruments Band timbres	1. Explore ways musical styles have changed through time 2. Listen and analyze monophonic and homophonic textures in chants from a variety of cultures 3. Identify timbres of Renaissance instruments	NJSLS: VPA 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a	1. Describe music from different historical periods 2. Sing a chant melody 3. Describe ways an improvisation embellishes a melody; identify shifting meters 4. Step to a gigue
<u>Texture/Harmony</u> Layers of sound Harmonic styles Monophonic Homophonic	4. Identify traditional and contemporary Bach performances 5. Analyze a sonata form 6. Listen and describe orchestral instrumental	1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Re8a 1.5.8.Re9a 1.5.8.Cn10a	5. Play a woodwind instrument from the Baroque era 6. Play a minuet theme

<u>Rhythm</u>	timbres in Beethoven's music	1.5.8.Cn11a 1.5.8.Cn11b	7. Read music forwards and backwards
Changing meter			
Beat	7. Identify word painting in art songs from various historical periods	NJSLS: ELA RI.7.2	8. Play a motive on keyboards
<u>Melody</u>		RL.7.5	9. Read a page from a symphony score
Pitch & Direction	8. Identify elements of tempo, articulation, and tone qualities produced by virtuosos	W.7.4 W.7.10	10. Perform a Renaissance dance
Ornamentation		NJSLS: MATH	
Pentatonic scales		7.RP.A.1	11. Conduct and move to dances from a ballet
Whole-tone scales	9. Describe elements of tempo and articulation in music meant for dancing	7.RP.A.2 NJSLS: CSDT	12. Play the theme from a symphonic poem
<u>Form</u>		8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4	13. Listen to pieces based on Hungarian folk music
Section form	10. Identify representative examples of opera repertoire and distinguish between soprano, alto, tenor, and baritone voices	NJSLS: CLKS	
Minuet		9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	14. Arrange a folk tune
Sonata	11. Play a "classroom cimbalom;" play Hungarian folk rhythm and melody		15. Play a folk melody on keyboards
Composite			
Symphonic	12. Listen to and describe folk		16. Improvise melodies based on
<u>Expression</u>			
Tempo			
Articulation			
Dynamics			
Tempo			
Articulation			

	<p>songs used in band music</p> <p>13. Identify orchestral instrument timbres; identify scales used in Impressionistic music</p> <p>14. Identify elements of expression from American music</p> <p>15. Identify changes in clarinet and cello timbres</p>		<p>pentatonic and whole tone scales</p> <p>17. Sing an African American spiritual</p> <p>18. Repeat a rhythmic pattern for as long as possible</p>
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Marking Period IV			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Form</u> Section form Verse and Refrain form <u>Timbre</u> Vocal timbre Vocal range <u>Texture/Harmony</u> Texture Echo Song Three-part harmony Homophonic part singing Polyphonic texture <u>Melody</u> Intervals	1. Sing a unison song in verse and refrain song 2. Sing exercises and warm-ups to find vocal range 3. Sing an echo song 4. Sing a three-part song 5. Perform a homophonic song 6. Sing a polyphonic song 7. Sing a three-part song with ascending and descending half steps 8. Sing a song arranged for male voices with expression 9. Perform a homophonic song	NJSLS: VPA 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Re8a 1.5.8.Re9a 1.5.8.Cn10a 1.5.8.Cn11a 1.5.8.Cn11b	1. Sing with expression and rhythmic accuracy to improve performance 2. Perform exercises to discover individual vocal range 3. Move to demonstrate echo 4. Listen to an African American spiritual 5. Listen and note unison and harmony 6. Perform body percussion for song 7. Listen to Spanish choral song

<p><u>Expression</u></p> <p>Articulation</p> <p><i>Legato</i></p> <p>Mood</p> <p>Dynamics</p>	<p>10. Sing an African American spiritual with expression</p> <p>11. Sing an American popular in 3-part harmony</p> <p>12. Sing a composed song with expanded dynamic range</p>	<p>NJSLS: ELA</p> <p>RI.7.2</p> <p>RL.7.5</p> <p>W.7.4</p> <p>W.7.10</p> <p>NJSLS: MATH</p> <p>7.RP.A.1</p> <p>7.RP.A.2</p> <p>NJSLS: CSDT</p> <p>8.2.8.ITH.1</p> <p>8.2.8.ITH.2</p> <p>8.2.8.ITH.3</p> <p>8.2.8.ITH.4</p> <p>8.2.8.ITH.5</p> <p>8.2.8.NT.1</p> <p>8.2.8.NT.2</p> <p>8.2.8.NT.3</p> <p>8.2.8.NT.4</p> <p>NJSLS: CLKS</p> <p>9.1.8.CR.1</p> <p>9.1.8.CR.2</p> <p>9.1.8.CR.3</p> <p>9.1.8.CR.4</p>	<p>8. Listen to song and follow repeat signs; discuss form and message in related listening selection</p> <p>9. Play created percussion ostinatos</p> <p>10. Read vocal parts to find unison and echo phrases</p> <p>11. Read ledger line notes and rhythmic patterns</p> <p>12. Sing portions of a song to improve pronunciation</p> <p>13. Perform movement activity to song</p> <p>14. Read pitches in bass clef</p> <p>15. Analyze a score for aspects of expression and form</p>
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			<p>16. Conduct a three-beat pattern</p> <p>17. Identify similarities and differences among voice parts</p>
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Eighth Grade

<u>Marking Period I</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>


<u>Career</u>			
Video Game Musician	1. Create music for a game and a dramatization	NJSLS: VPA	1. Design an imaginary video game
Jingle Writer	2. Create a jingle	1.5.8.Cr1a	2. Sing an original jingle
Mood Musician		1.5.8.Cr1b	
Movie Musicians	3. Identify tempo, tonality, and dynamics	1.5.8.Cr2a	3. Create playlist of inactive music
Arranger		1.5.8.Cr2b	
Instrumental Performers	4. Create a sound effects score to match the mood of selected scenes	1.5.8.Cr2c	4. Follow a listening map
Backstage Music Careers		1.5.8.Cr3a	
Producer	5. Explore how different timbres change the character of music	1.5.8.Pr4a	5. Analyze differences in timbre between an original composition and an arrangement
Music Therapy/Music Teacher		1.5.8.Pr5a	
		1.5.8.Pr6a	
Instrument Builder	6. Identify how articulation is used as an expressive choice	1.5.8.Re7a	6. Sing a song using proper technique
Avocational Music		1.5.8.Re7b	
		1.5.8.Re8a	
	7. Develop a story idea and plan a musical production	1.5.8.Re9a	7. Sing a Broadway show tune
		1.5.8.Cn10a	
		1.5.8.Cn11a	8. Play accompaniments
		1.5.8.Cn11b	
		NJSLS: ELA	9. Perform movements to rhythm patterns
	8. Produce a song performance with instrumental accompaniment	RL.8.2	
		RL.8.4	10. Identify sections of phrases of a piece
	9. Sing simple songs and perform rhythmic	W.8.4	
		W.8.10	11. Create a montage of sound samples

	<p>movements as a group</p> <p>10. Create an instruments</p> <p>11. Listen to music and interview musicians in the community</p> <p>12. Create layered rhythms to accompany a career choice rap</p>	<p>NJSLS: MATH</p> <p>8.G.A.1</p> <p>8.F.A.2</p> <p>NJSLS: CSDT</p> <p>8.2.8.ITH.1</p> <p>8.2.8.ITH.2</p> <p>8.2.8.ITH.3</p> <p>8.2.8.ITH.4</p> <p>8.2.8.ITH.5</p> <p>8.2.8.NT.1</p> <p>8.2.8.NT.2</p> <p>8.2.8.NT.3</p> <p>8.2.8.NT.4</p> <p>NJSLS: CLKS</p> <p>9.1.8.CR.1</p> <p>9.1.8.CR.2</p> <p>9.1.8.CR.3</p> <p>9.1.8.CR.4</p>	<p>12. Create and play layered ostinatos, using a variety of instruments</p>
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<u>Marking Period II</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>

<u>Texture/Harmony</u>	1. Identify ostinatos in the music of various cultures	NJSLS: VPA	1. Play rhythmic ostinatos
Ostinato		1.5.8.Cr1a	
Drones	2. Identify percussion, string, and wind instrument timbres from various cultures	1.5.8.Cr1b	2. Recognize string instruments by style being performed
<u>Timbre</u>		1.5.8.Cr2a	
World Instrument timbres		1.5.8.Cr2b	
Vocal	3. Identify drones and scales in music of diverse cultures	1.5.8.Cr2c	3. Play major and pentatonic scales on a keyboard
Band instruments		1.5.8.Cr3a	
Electronic	4. Classify and describe vocal styles and timbres	1.5.8.Pr4a	4. Sing, using vocal techniques from world cultures
<u>Melody</u>		1.5.8.Pr5a	
Pitch	5. Listen, analyze, and compare musical elements present in <i>Carnaval</i> and powwow music	1.5.8.Pr6a	5. Create an arrangement of a melody including the plain version and variations
Intervals		1.5.8.Re7a	
Scales		1.5.8.Re7b	
Ornamentation	6. Analyze and describe dance music from several world cultures	1.5.8.Re8a	6. Move to music for celebration
Variation		1.5.8.Re9a	
Melodic Phrases		1.5.8.Cn10a	
		1.5.8.Cn11a	7. Move to dance music
		1.5.8.Cn11b	
<u>Expression</u>		NJSLS: ELA	
Dynamics	7. Identify timbres and styles of bands from different world cultures	RL.8.2	8. Sing the melody of a dance selection
Tempo		RL.8.4	
Articulation		W.8.4	
		W.8.10	9. Create a listening map
		NJSLS: MATH	



<p><u>Rhythm</u></p> <p>Rhythm patterns in dance music</p> <p><u>Form</u></p> <p>Call-and-response</p>	8. Create music works with  (dig-a dum) patterns	8.G.A.1 8.F.A.2	10. Perform and improvise on a klezmer theme
	9. Listen, describe, and interpret music for film and theater	NJSLS: CSDT 8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4	11. Sing a melody from a symphony; Sing a ten beat melody containing dig-a dum pattern
	10. Identify music created with elements of two or more styles	NJSLS: CLKS 9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	12. Sing melodic phrases from films and plays
	11. Identify a variety of timbres that are present in a range of music; describe changes in music that have occurred as a result of fusion		13. Play an accompaniment to an African blues piece
			14. Sing a call-and-response pattern in two-part harmony
			15. Perform a clapping pattern along with a recording
			16. Analyze the fusion of electronic instruments with traditional ones

<u>Marking Period III</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Expression</u> Dynamics Tempo Articulation Accents	1. Discuss musical elements of recordings 2. Compare the musical and literary characteristics of three madrigals	NJSLS: VPA 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c	1. Discuss musical elements of recordings 2. Identify homophonic and polyphonic textures
<u>Timbre</u> Vocal Instrumental Medieval and Renaissance Brass instruments Chorus Orchestra Wind instruments	3. Identify antiphony 4. Identify homophonic and polyphonic textures 5. Identify rondo and sonata forms 6. Identify and describe brass instruments 7. Describe the difference	1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Re8a 1.5.8.Re9a 1.5.8.Cn10a	3. Determine the form of a listening selection 4. Describe the rhythm of a recitative 5. Play the themes of a concerto along with the recording

<u>Texture/Harmony</u>	between a theme and a motive	1.5.8.Cn11a 1.5.8.Cn11b	6. Compose music in sonata form
Homophonic	8. Compare selections by related composers	NJSLS: ELA	7. Play a melody on keyboards or other instruments
Polyphonic		RL.8.2	
Harmonic intervals	9. Perform three school songs with good singing habits	RL.8.4 W.8.4 W.8.10	8. Identify a theme and a motive
<u>Form</u>		NJSLS: MATH	9. Play a simple theme on keyboards
<i>Estampie</i> (verse/refrain)	10. Identify and describe ways composers use music for dramatic effect	8.G.A.1 8.F.A.2	10. Compare two pieces of chamber music
ABA		NJSLS: CSDT	11. Identify song themes in a symphonic work
Rondo	11. Use environmental sounds to create an impressionistic piece	8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4	12. Describe elements of music from an opera
Sonata		NJSLS: CLKS	13. Compare two pieces about real and mechanical animals
12-bar Blues	12. Identify and describe expressive elements in the works of Stravinsky	9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	14. Describe a melody that has folk-like qualities
<u>Melody</u>			
Pattern			
Theme and motive			
Contemporary composition	13. Listen to a composition that uses elements of American folk music		
<u>Rhythm</u>			
Meter in 2, 3, and 4	14. Identify and describe sections of a piece		

	<p>15. Identify the timbres of wind instruments</p> <p>16. Create and perform body percussion to show a 32-bar song form</p> <p>17. Play a Latin rhythm in shifting meter</p> <p>18. Compose music based on predetermined intervals</p>		<p>15. Sing "The Marine's Hymn" in an appropriate style</p> <p>16. Listen for form in 12-bar blues</p> <p>17. Clap or tap a rhythm along with a recording</p> <p>18. Invent movements to show accents and dynamic changes in a listening selection</p>
<u>Marking Period IV</u>			
<u>The Student will Learn</u>	<u>Objective/SWBAT:</u>	<u>Curriculum Standards</u>	<u>Suggested Activities</u>
<u>Expression</u>	1. Sing a unison song with clear diction	NJSLS: VPA	1. Identify and follow musical directions

Articulation		1.5.8.Cr1a	
Clear diction	2. Sing vocal exercises and warm-ups to explore changing voices	1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b	2. Determine important words in the music
<u>Texture/Harmony</u>			
Unison	3. Sing in two-part harmony	1.5.8.Cr2c	3. Perform exercises to discover individual vocal range
Two-part harmony		1.5.8.Cr3a	
Polyphonic	4. Sing a song composed of three independent melodies	1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a	4. Compare rhythms in different voices
Three-part harmony			
Echo	5. Sing in three-part harmony	1.5.8.Re7a	5. Read parts written in treble clef in the most comfortable octave
Two-part mixed	6. Sing in two-part harmony with melodic ostinato	1.5.8.Re7b 1.5.8.Re8a 1.5.8.Re9a	6. Sing <i>marcato</i> using staggered breathing
Three-part octavo			
<u>Timbre</u>			
Vocal	7. Sing in two-part treble harmony	1.5.8.Cn10a 1.5.8.Cn11a 1.5.8.Cn11b	7. Sing "Tuxedo Junction" to identify rests, rhythms, and enharmonic tones and to determine its form
	8. Sing in two-part male harmony		
<u>Rhythm</u>			
Syncopated rhythms	9. Sing in three-part harmony with an echo part	NJSLS: ELA RL.8.2 RL.8.4 W.8.4 W.8.10	8. Sing a song in swing style, observing the blue notes
	10. Sing a two-part song in mixed homophonic texture		
<u>Form</u>			
Through-composed form	11. Sing a three-part octavo	NJSLS: MATH 8.G.A.1	

		<p>8.F.A.2</p> <p>NJSLS: CSDT</p> <p>8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4</p> <p>NJSLS: CLKS</p> <p>9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4</p>	<p>and walking bass</p> <p>9. Read a song in rondo form using pitch and rhythm syllables</p> <p>10. Name notes on bass clef and ledger lines</p> <p>11. Read a song containing three sections with a repeat</p> <p>12. Compare recordings using a Venn diagram</p> <p>13. Simulate a board fade at the end of a song</p> <p>14. Shape phrases with dynamics, syllabic stress, and body movement to get meaning across</p> <p>15. Analyze a score for aspects of</p>
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			expression and form 16. Learn the correct way to sing diphthongs
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