

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" Summer 2014

Subject Content: _	<u>Music</u>	Grade _	_Kindergarten – 5 th Grade
_			_
	Indicates 1	the Curriculum M	Тар

Note: Based on program review, the performance unit needs to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to that are taught in sequence but also need to be taught as needed based on the performance.

Weeks 1 – 3	Weeks 4 – 6
Topic	Topic
Purposes for Creating the Arts	Elements of Music
Core Content 4.1	Core Content 4.1
Primary Primar	Primary Primary
AH-EP-3.1.1 Students will experience music created for a variety of purposes. Fourth Grade	AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical
AH-04-3.1.1 Students will identify how music fulfills a variety of purposes.	terminology. AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk
Fifth Grade	songs, work songs, lullabies, patriotic, bluegrass).
AH-05-3.1.1 Students will describe or explain how music fulfills a variety of purposes.	Fourth Grade
Common Core Standards	AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.
Primary	AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game
A.AH-P-PCA-U: Enduring Knowledge – Understandings Students will understand that:	songs, folk songs, work songs, lullabies, patriotic, bluegrass).
AH-P-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and	Fifth Grade
ideas, to entertain, to teach or persuade, to design, plan and beautify).	AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of
AH-P-PCA-U-2: the arts have value and significance for daily life. They provide personal	music.
fulfillment, whether in career settings, avocational pursuits, or leisure.	AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).
AH-P-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen	Common Core Standards
the presentation of ideas and emotions. B.AH-P-PCA-S-Mu: Skills and Concepts – Music Students will:	Common Core Standards
AH-P-PCA-S-Mu1: begin to develop an awareness of the purposes for which music is	Primary Primary
created (e.g., ceremonial, recreational, artistic expression)	A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:
AH-P-PCA-S-Mu2: listen to and perform music created to fulfill a variety of specific purposes	AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating
Fourth Grade	and performing.
A.AH-4-PCA-U: Enduring Knowledge – Understandings Students will understand that:	AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements,
AH-4-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and	principles and structures appropriate to each area of the arts.
ideas, to entertain, to teach or persuade, to design, plan and beautify).	AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural
AH-4-PCA-U-2: the arts have value and significance for daily life. They provide personal	components.
fulfillment, whether in career settings, avocational pursuits, or leisure.	B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:
AH-4-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.	AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo,
the presentation of fueas and emotions.	melody, harmony, form, timbre, dynamics) using musical terminology

B.AH-4-PCA-S-Mu: Skills and Concepts – Music Students will:

AH-4-PCA-S-Mu1: identify purposes for which music is created

(e.g., ceremonial, recreational, artistic expression)

AH-4-PCA-S-Mu2: listen to and perform music created to fulfill a variety of specific purposes Fifth Grade

A.AH-5-PCA-U: Enduring Knowledge - Understandings Students will understand that:

AH-5-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-5-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.

AH-5-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

B.AH-5-PCA-S-Mu: Skills and Concepts – Music Students will:

AH-5-PCA-S-Mu1: describe and compare multiple purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)

AH-5-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill a variety of specific purposes

AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others

AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical effects

AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullables, patriotic, bluegrass)

Fourth Grade

A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:

AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass) Fifth Grade

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:

AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullables, patriotic, bluegrass)

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Subtopic Ceremonial	Subtopic Artistic Expression	Subtopic Recreational	Subtopic Rhythm/Tempo	Subtopic Rhythm/Tempo	Subtopic Rhythm/Tempo
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)
K-3: I can recognize that music has different purposes. 4-5: I can classify music into the three purposes: Ceremonial.	K-3: I can recognize that music has different purposes. 4-5: I can classify music into the three purposes: Artistic Expression.	K-3: I can recognize that music has different purposes. 4-5: I can classify music into the three purposes: Recreational.	K-3: I can tell the difference between beat and rhythm 2-3: I can differentiate between slow and faster music. 4-5: I can define and identify different tempos. 4-5: I can justify the use of different tempos to fit various styles and modes. 4-5: I can rhythmically compose a measure and select the correct time signature from an auditory example.	K-3: I can tell the difference between beat and rhythm 2-3: I can differentiate between slow and faster music. 4-5: I can define and identify different tempos. 4-5: I can justify the use of different tempos to fit various styles and modes. 4-5: I can assign beat values and compose new measures using rhythmic duration.	K-3: I can tell the difference between beat and rhythm 2-3: I can differentiate between slow and faster music. 4-5: I can define and identify different tempos. 4-5: I can justify the use of different tempos to fit various styles and modes. 4-5: I can recognize and define the usage of a bar line.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Ceremonial	Ceremonial Artistic Expression	Ceremonial Artistic Expression Recreational	Beat Fast Slow Rhythm Time Signature Quarter Note / Rest Half Note / Rest Whole Note / Rest	Fast Slow Rhythm Time Signature Quarter Note / Rest Half Note / Rest Whole Note / Rest	Fast Slow Rhythm Time Signature Quarter Note / Rest Half Note / Rest Whole Note / Rest
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Listen, recognize and respond to the purposes of music	Listen, recognize and respond to the purposes of music	Listen, recognize and respond to the purposes of music	Listen, recognize and move to various beats and rhythms Create a Rhythmic piece to be performed Move to music Produce slow and faster beats Define and identify different tempos	Listen, recognize and move to various beats and rhythms Create a Rhythmic piece to be performed Move to music Produce slow and faster beats	Listen, recognize and move to various beats and rhythms Create a Rhythmic piece to be performed Move to music Produce slow and faster beats

Balanced Assessment:	Balanced Assessment:
Formative:	Formative:
School specific	School specific
performance (SBDM, PTO,	performance (SBDM,
PTA, BOE, etc.) –	PTO, PTA, BOE, etc.) –
Preparation for the	Preparation for the
performance would be	performance would be
formative with a	formative with a
written/oral critique by	written/oral critique by
performers and observers.	performers and
	observers.
Summative:	
	Summative:
Performance Based	
(Student perform specific	Performance Based
skills with immediate	(Student perform
feedback)	specific skills with
Written Assessment	immediate feedback)
Aural Assessment	Written Assessment
	Aural Assessment
Common:	
(PLC Teams will design the	Common:
common assessments, i.e.,	(PLC Teams will design
grade level, and/or depts)	the common
	assessments, i.e., grade
	level, and/or depts)
Resources Needed	Resources Needed
Musical Examples	Musical Examples
Web Resources	Web Resources
Higher Order Questions	Higher Order Questions
Analyze the song we have	Analyze the song we
,	have been singing in
0 0	class, explaining how
elements of music are	two elements of music
	are utilized.
_	School specific performance (SBDM, PTO, PTA, BOE, etc.) — Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative: Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment Common: (PLC Teams will design the common assessments, i.e., grade level, and/or depts) Resources Needed Musical Examples Web Resources Higher Order Questions Analyze the song we have been singing in class, explaining how two

Weeks 7-9	Weeks 10-12
Topic	Topic
Elements of Music	Elements of Music
Core Content 4.1	Core Content 4.1
Primary Primary	Primary Primary
AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical	AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical
terminology.	terminology.
AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk	AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk
songs, work songs, lullabies, patriotic, bluegrass).	songs, work songs, lullabies, patriotic, bluegrass).
Fourth Grade AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.	Fourth Grade AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.
AH-04-1.1.1 Students will identify or describe elements of music in a variety of music. AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game	AH-04-1.1.1 Students will identify or describe elements of music in a variety of music. AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game
songs, folk songs, work songs, lullables, patriotic, bluegrass).	songs, folk songs, work songs, lullables, patriotic, bluegrass).
Fifth Grade	Fifth Grade
AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.	AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.
AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game	AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game
songs, folk songs, work songs, lullabies, patriotic, bluegrass).	songs, folk songs, work songs, lullabies, patriotic, bluegrass).
Common Core Standards	Common Core Standards
Primary	Primary
A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:	A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:
AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating	AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating
and performing.	and performing.
AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of	AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of
elements,	elements,
principles and structures appropriate to each area of the arts.	principles and structures appropriate to each area of the arts.
AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.	AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.
B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:	B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:
AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo,	AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo,
melody, harmony, form, timbre, dynamics) using musical terminology	melody, harmony, form, timbre, dynamics) using musical terminology
AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments,	AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments,
moving, listening, reading music, writing music, and creating music independently and with	moving, listening, reading music, writing music, and creating music independently and with
others	others
AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical	AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical
effects	effects
AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullables, patriotic, bluegrass)	AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullables, patriotic, bluegrass)
Fourth Grade	Fourth Grade
A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:	A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:
AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating	AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating
and performing.	and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:

AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

Fifth Grade

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:

AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass) AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:

AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and

AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass) Fifth Grade

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AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:

AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody,

harmony, form, timbre, dynamics) using musical terminology

AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

	CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Subtopic	Subtopic	Subtopic	Subtopic	Subtopic	Subtopic	
Dynamics	Dynamics	Form	Melody	Melody	Melody	
Skills to be Taught	Skills to be Taught	Skills to be Taught	Skills to be Taught	Skills to be Taught	Skills to be Taught	
(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	
statements)	statements)	statements)	statements)	statements)	statements)	
K-5: I can tell the difference	K-1: I can tell the difference	K-1: I can move to different				
between loud and soft.	between loud and soft.	sections of music.	K-1: I can sing a melody and	K-1: I can tell the	K-1: I can identify the treble	
2-5: I can tell the difference	2-3: I can tell the difference	2-3: I can hear the difference	show its shape.	difference between high	clef symbol.	
between loud and soft and	between loud and soft and	between major and minor	2-3: I can sing and play	and low pitch.	2-3: I can recognize the usage	
identify symbols for forte	identify symbols for forte	songs.	simple melodic and rhythmic	2-3: I can recognize the	of bar-lines and measures in	
and piano.	and piano.		patterns by reading simple	usage of bar-lines and	music.	

	4-5: I can identify and		notation in a variety of styles.	measures in music.	4-5: I can create and perform
	perform different dynamic		4-5: I can identify all notes	4-5: I can create and	simple melodic or rhythmic
	levels.		on the treble clef staff from	notate short, simple	accompaniments to given
			middle C to High F.	melodies that demonstrate	melodies.
			0	melodic shape/contour and	
				meter.	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Loud	Loud	Form	Melody	Melody	Melody
Soft	Soft	Call and Response	Treble Clef	Treble Clef	Treble Clef
Piano	Piano	AB			
Forte	Forte	ABA			
		Round			
		Repeat Sign			
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Produce loud and soft	Produce loud and soft	Listen, recognize and move to	Move to music demonstrating	Move to music	Move to music demonstrating
sounds	sounds	various Forms of music	the shape of the melody	demonstrating the shape of	the shape of the melody
Define and identify different	Define and identify different		Recognize Treble Clef	the melody	Recognize Treble Clef
dynamics	dynamics		Recognize notes on a Treble	Recognize Treble Clef	Recognize notes on a Treble
			clef staff	Recognize notes on a	clef staff
				Treble clef staff	
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative:	Formative:	Formative:	Formative:	Formative:	Formative:
			Veteran's Day program –	Veteran's Day program –	Veteran's Day program –
All County Choir program –	All County Choir program –	All County Choir program –	Preparation for the	Preparation for the	Preparation for the
Preparation for the	Preparation for the	Preparation for the	performance would be	performance would be	performance would be
performance would be formative with a	performance would be formative with a	performance would be formative with a written/oral	formative with a written/oral	formative with a	formative with a written/oral
			critique by performers and observers.	written/oral critique by performers and observers.	critique by performers and observers.
written/oral critique by performers and observers.	written/oral critique by performers and observers.	critique by performers and observers.	observers.	performers and observers.	observers.
performers and observers.	performers and observers.	observers.	Summative:	Summative:	Summative:
Summative:	Summative:	Summative:	All County Choir program –	All County Choir program –	All County Choir program –
			Performance would be	Performance would be	Performance would be
School specific performance	School specific performance	School specific performance	summative with a	summative with a	summative with a written/oral
(SBDM, PTO, PTA, BOE, etc.)	(SBDM, PTO, PTA, BOE, etc.)	(SBDM, PTO, PTA, BOE, etc.) –	written/oral critique by	written/oral critique by	critique by performers and
– Performance would be	– Performance would be	Performance would be	performers and observers.	performers and observers.	observers.
summative with a	summative with a	summative with a written/oral		•	
written/oral critique by	written/oral critique by	critique by performers and	Common:	Common:	Common:
performers and observers.	performers and observers.	observers.	(PLC Teams will design the	(PLC Teams will design the	(PLC Teams will design the
			common assessments, i.e.,	common assessments, i.e.,	common assessments, i.e.,
Common:	Common:	Common:	grade level, and/or depts)	grade level, and/or depts)	grade level, and/or depts)
(PLC Teams will design the	(PLC Teams will design the	(PLC Teams will design the			
common assessments, i.e.,	common assessments, i.e.,	common assessments, i.e.,			
grade level, and/or depts)	grade level, and/or depts)	grade level, and/or depts)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples
Web Resources	Web Resources	Web Resources	Web Resources	Web Resources	Web Resources
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Analyze the song we have	Analyze the song we have	Analyze the song we have been	Analyze the song we have	Analyze the song we have	Analyze the song we have been
been singing in class,	been singing in class,	singing in class, explaining how	been singing in class,	been singing in class,	singing in class, explaining how
explaining how two	explaining how two	two elements of music are	explaining how two elements	explaining how two	two elements of music are
elements of music are	elements of music are	utilized.	of music are utilized.	elements of music are	utilized.
utilized.	utilized.			utilized.	

Weeks 13-15	Weeks 16-18	
Topic	Topic	
Processes in the Arts	Processes in the Arts	
Core Content 4.1	Core Content 4.1	
Primary AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation. AH-EP-4.1.5: Students will sing alone and with others a varied repertoire of music. Fourth Grade AH-04-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic	Primary AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation. AH-EP-4.1.5: Students will sing alone and with others a varied repertoire of music. Fourth Grade AH-04-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic	
shape/contour and meter. AH-04-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies.	shape/contour and meter. AH-04-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies.	
AH-04-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-04-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-04-4.1.5: Students will sing alone and with others a varied repertoire of music.	AH-04-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-04-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-04-4.1.5: Students will sing alone and with others a varied repertoire of music.	
Fifth Grade AH-05-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-05-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies.	Fifth Grade AH-05-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-05-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies.	
AH-05-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-05-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading	AH-05-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-05-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading	
music notation; be able to sustain own part in an ensemble. AH-05-4.1.5: Students will sing alone and with others a varied repertoire of music.	music notation; be able to sustain own part in an ensemble. AH-05-4.1.5: Students will sing alone and with others a varied repertoire of music.	
Common Core Standards	Common Core Standards	
Primary A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements a nd principles of design in creating and performing	Primary A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements a nd principles of design in creating and performing	
are personal attitudes and skills that enhance enjoyment of the observer. AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.	are personal attitudes and skills that enhance enjoyment of the observer. AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.	

B.AH-P-PA-S-Mu: Skills and Concepts – Music Students will:

B.AH-P-PA-S-Mu: Skills and Concepts – Music Students will:

AH-P-PA-S-Mu1: be actively involved in creating and performing music alone and with others AH-P-PA-S-Mu2: begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others AH-P-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-P-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions

with peers in a supportive and constructive way

Fourth Grade

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances. AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and

performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-4-PA-S-Mu: Skills and Concepts – Music Students will:

AH-4-PA-S-Mu1: be actively involved in creating and performing music alone and with others AH-4-PA-S-Mu2: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions

with peers in a supportive and constructive way

Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and

performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new a udiences.

B.AH-5-PA-S-Mu: Skills and Concepts – Music Students will:

AH-5-PA-S-Mu1: be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others

AH-5-PA-S-Mu2: sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles

AH-5-PA-S-Mu3: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-P-PA-S-Mu1: be actively involved in creating and performing music alone and with others AH-P-PA-S-Mu2: begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others AH-P-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-P-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions

with peers in a supportive and constructive way

Fourth Grade

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.

AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and

performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-4-PA-S-Mu: Skills and Concepts – Music Students will:

AH-4-PA-S-Mu1: be actively involved in creating and performing music alone and with others AH-4-PA-S-Mu2: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions

with peers in a supportive and constructive way

Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that:
AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.
AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and

performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new a udiences.

B.AH-5-PA-S-Mu: Skills and Concepts – Music Students will:

AH-5-PA-S-Mu1: be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others

AH-5-PA-S-Mu2: sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles

AH-5-PA-S-Mu3: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-5-PA-S-Mu4: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest) AH-5-PA-S-Mu5: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way			AH-5-PA-S-Mu4: identify possibl originality, emotional impact, va AH-5-PA-S-Mu5: demonstrate b style of music being performed; with peers in a supportive and c	riety, interest) ehavior appropriate for observin discuss opinions onstructive way	
	CURRICULUM	· · · · · · · · · · · · · · · · · · ·		CURRICULUM	
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)
K-3: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation. 4-5: I can create and notate short, simple melodies that demonstrate melodic shape, contour and meter. 4-5: I can sing alone and with others a varied repertoire of music. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	K-3: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation. 4-5: I can create and notate short, simple melodies that demonstrate melodic shape, contour and meter. 4-5: I can sing alone and with others a varied repertoire of music. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation 2-3: I can sing alone and with others a varied repertoire of music. 4-5: I can sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. 4-5: I can create and perform simple melodic or rhythmic accompaniments to given melodies. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation 2-3: I can sing alone and with others a varied repertoire of music. 4-5: I can sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. 4-5: I can create and perform simple melodic or rhythmic accompaniments to given melodies. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation 2-3: I can sing alone and with others a varied repertoire of music. 4-5: I can improvise answers in similar style to given rhythmic and/or phrases. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation 2-3: I can sing alone and with others a varied repertoire of music. 4-5: I can improvise answers in similar style to given rhythmic and/or phrases. 4-5: I can critique the performance of a piece of music using appropriate elements of music.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Perform	Perform	Perform	Perform	Perform	Perform
Create	Create	Create	Create	Create	Create
Rehearse	Rehearse	Rehearse	Rehearse	Rehearse	Rehearse
Critique	Critique	Critique	Critique	Critique	Critique
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative:	Formative:	Formative:	Formative:	Formative:	Formative:

Christmas program –	Christmas program –	Christmas program –			
Preparation for the	Preparation for the	Preparation for the	Juried events (KMEA Solo &	Juried events (KMEA Solo &	Juried events (KMEA Solo &
performance would be	performance would be	performance would be	ensemble, all county art, etc.)	ensemble, all county art,	ensemble, all county art, etc.)
formative with a	formative with a	formative with a written/oral	 Preparation for the 	etc.) – Preparation for the	 Preparation for the
written/oral critique by	written/oral critique by	critique by performers and	performance would be	performance would be	performance would be
performers and observers.	performers and observers.	observers.	formative with a written/oral	formative with a	formative with a written/oral
Summative:	Summative:	Summative:	critique by performers and	written/oral critique by	critique by performers and
Veteran's Day program –	Veteran's Day program –	Veteran's Day program –	observers.	performers and observers.	observers.
Performance would be	Performance would be	Performance would be			
summative with a	summative with a	summative with a written/oral	Summative:	Summative:	Summative:
written/oral critique by	written/oral critique by	critique by performers and	Christmas program –		
performers and observers.	performers and observers.	observers.	Performance would be	Christmas program –	Christmas program –
			summative with a written/oral	Performance would be	Performance would be
Common:	Common:	Common:	critique by performers and	summative with a	summative with a
(PLC Teams will design the	(PLC Teams will design the	(PLC Teams will design the	observers.	written/oral critique by	written/oral critique by
common assessments, i.e.,	common assessments, i.e.,	common assessments, i.e.,	Common:	performers and observers.	performers and observers.
grade level, and/or depts)	grade level, and/or depts)	grade level, and/or depts)	(PLC Teams will design the	Common:	Common:
			common assessments, i.e.,	(PLC Teams will design the	(PLC Teams will design the
			grade level, and/or depts)	common assessments, i.e.,	common assessments, i.e.,
				grade level, and/or depts)	grade level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples
Web Resources	Web Resources	Web Resources	Web Resources	Web Resources	Web Resources
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Evaluate the song we have	Evaluate the song we have	Evaluate the song we have been	Evaluate the song we have	Evaluate the song we have	Evaluate the song we have
been singing in class using	been singing in class using	singing in class using an oral or	been singing in class using an	been singing in class using	been singing in class using an
an oral or written peer	an oral or written peer	written peer review critique.	oral or written peer review	an oral or written peer	oral or written peer review
review critique.	review critique.		critique.	review critique.	critique.

Weeks 19-21	Weeks 22-24
Topic	Topic
Elements of Music	Elements of Music
Core Content 4.1	Core Content 4.1
Primary	Primary Primary
AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical	AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical
terminology.	terminology.
AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk	AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk
songs, work songs, lullabies, patriotic, bluegrass).	songs, work songs, lullabies, patriotic, bluegrass).
Fourth Grade	Fourth Grade
AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.	AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.
AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).	AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).
Fifth Grade	Fifth Grade
AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of	AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.
music.	AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game
AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game	songs, folk songs, work songs, lullabies, patriotic, bluegrass).
songs, folk songs, work songs, lullabies, patriotic, bluegrass).	Common Core Standards
Common Core Standards	
Driver	Primary A ALL D CA LL. Enduring Knowledge - Understandings Students will understand that
Primary A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:	A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating
AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating	and performing.
and performing.	AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of
AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of	elements,
elements,	principles and structures appropriate to each area of the arts.
principles and structures appropriate to each area of the arts.	AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural
AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural	components.
components.	B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:
B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:	AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo,
AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo,	melody, harmony, form, timbre, dynamics) using musical terminology
melody, harmony, form, timbre, dynamics) using musical terminology	AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments,
AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments,	moving, listening, reading music, writing music, and creating music independently and with others
moving, listening, reading music, writing music, and creating music independently and with others	AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical
AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical	effects
effects	AH-P-SA-S-Mu4: recognize, describe and compare various styles of music
AH-P-SA-S-Mu4: recognize, describe and compare various styles of music	(spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)
(spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)	Fourth Grade
Fourth Grade	A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:
A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:	AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating
AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating	and performing.

and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:

AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

Fifth Grade

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:

AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:

AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullables, patriotic, bluegrass) Fifth Grade

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:

AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology

AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others

AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

CURRICULUM			CURRICULUM			
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	
Subtopic	Subtopic	Subtopic	Subtopic	Subtopic	Subtopic	
Harmony	Harmony	Harmony	Timbre / Instrument	Timbre / Instrument	Timbre / Instrument	
			Families	Families	Families	
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	
K-3: I can move to different sections of music.4-5: I can identify the use	K-3: I can move to different sections of music. 4-5: I can identify the use	K-3: I can move to different sections of music. 4-5: I can identify the use	K-3: I can play classroom instruments	K-3: I can play classroom instruments	K-3: I can play classroom instruments	

of harmony in oral and written examples.	of harmony in oral and written examples.	of harmony in oral and written examples.	4-5: I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produces from each one.	4-5: I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produces from each one.	4-5: I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produces from each one.
Critical Vocabulary Harmony	Critical Vocabulary Harmony	Critical Vocabulary Harmony	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Unison	Unison	Unison	Sound Qualities	Sound Qualities	Sound Qualities
Parts	Parts	Parts	Instruments Families	Instruments Families	Instruments Families
			Voice Family	Voice Family	Voice Family
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Listen, recognize and move to various Forms of music	Listen, recognize and move to various Forms of music	Listen, recognize and move to various Forms of music	Listen, recognize and perform using instruments and the voice	Listen, recognize and perform using instruments and the voice	Listen, recognize and perform using instruments and the voice
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative: Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Formative: Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Formative: Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Formative: All County band — Preparation for the performance would be formative with a written/oral critique by performers and observers.	Formative: All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Formative: All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.
Summative: Performance Based (Student perform specific skills with immediate feedback)	Summative: Performance Based (Student perform specific skills with immediate feedback) Written Assessment	Summative: Performance Based (Student perform specific skills with immediate feedback)	Summative: Performance Based (Student perform specific skills with immediate feedback)	Summative: Performance Based (Student perform specific skills with immediate feedback)	Summative: Performance Based (Student perform specific skills with immediate
Written Assessment Aural Assessment	Aural Assessment	Written Assessment Aural Assessment	Written Assessment Aural Assessment	Written Assessment	feedback) Written Assessment
	Aural Assessment Common:	Written Assessment Aural Assessment	Aural Assessment	Aural Assessment	Written Assessment
Aural Assessment			Aural Assessment Common:	Aural Assessment Common:	Written Assessment Aural Assessment
Aural Assessment Common:	Common:	Aural Assessment	Aural Assessment	Aural Assessment	Written Assessment

Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples
Web Resources	Web Resources	Web Resources	Web Resources	Web Resources	Web Resources
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Analyze the song we have	Analyze the song we have	Analyze the song we have	Analyze the song we have	Analyze the song we have been	Analyze the song we have been
been singing in class,	been singing in class,	been singing in class,	been singing in class,	singing in class, explaining how	singing in class, explaining how
explaining how two elements	explaining how two elements	explaining how two	explaining how two	two elements of music are	two elements of music are
of music are utilized.	of music are utilized.	elements of music are	elements of music are	utilized.	utilized.
		utilized.	utilized.		

Weeks 25-27	Weeks 28-30
Topic	Topic
Humanities in the Arts	Humanities in the Arts
Core Content 4.1	Core Content 4.1
Core Content 4.1 Primary AH-EP-2.1.1.: Students will identify music from the following cultures and periods. AH-EP-2.1.1.a: Cultures: Native American, Traditional Appalachian, West African. AH-EP-2.1.1.b: Periods: Colonial American Fourth Grade AH-04-2.1.1: Students will identify how music has been a part of cultures and periods throughout history. AH-04-2.1.1.a: Cultures (Native American, Traditional Appalachian, West African): Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American —	Primary AH-EP-2.1.1: Students will identify music from the following cultures and periods. AH-EP-2.1.1.a: Cultures: Native American, Traditional Appalachian, West African. AH-EP-2.1.1.b: Periods: Colonial American Fourth Grade AH-04-2.1.1: Students will identify how music has been a part of cultures and periods throughout history. AH-04-2.1.1: Cultures (Native American, Traditional Appalachian, West African): Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American — rattles, drums, flutes, Appalachian dulcimer, fiddle, banjo, guitar, West African — drums, rattles, thumb piano); polyrhythm in West African music not in Native American. AH-04-2.1.1.b.1: Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music) AH-04-2.1.1.b.2: Native American includes period in North America before European settlement AH-04-2.1.1.b.3: European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe (The influence of Europe was very strong in the spalachian, West AH-05-2.1.1: Students will describe or explain how music has been a part of cultures and periods throughout history. AH-05-2.1.1: Cultures (Native American, Traditional Appalachian, West African): Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American — artues, drums, flutes, Appalachian — dulcimer, fiddle, banjo, guitar, West African — drums, rattles, thumb piano); polyrhythm in West African music not in Native American AH-05-2.1.1.b: Colonial American (e.g. work songs, game songs, patriotic music, lullaby, folk music) AH-05-2.1.1.b: European influences in American music, similarities between the music in the American colonies and the cities of

Common Core Standards

Primary

A.AH-P-HA-U: Enduring Knowledge - Understandings Students will understand that:

AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-P-HA-S-Mu: Skills and Concepts – Music Students will:

AH-P-HA-S-Mu1: begin to associate music they listen to or perform with specific cultures

(Native American, Appalachian, West African); describe

in simple terms how the music reflects the cultures

AH-P-HA-S-Mu2: begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the

music reflects the Colonial American time period

AH-P-HA-S-Mu3: begin to describe the music of specific cultures using music terminology

Fourth Grade

A.AH-4-HA-U: Enduring Knowledge - Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-4-HA-S-Mu: Skills and Concepts – Music Students will:

AH-4-HA-S-Mu1: associate music they listen to or perform with specific cultures (Native American,

Appalachian, West African); describe in simple terms how the music reflects the cultures

AH-4-HA-S-Mu2: associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period

AH-4-HA-S-Mu3: describe the music of specific cultures using music terminology

Fifth Grade

A.AH-5-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present

AH-5-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-5-HA-S-Mu: Skills and Concepts – Music Students will:

AH-5-HA-S-Mu1: associate music they listen to or perform with specific cultures

(Native American, Appalachian, West African); describe how the music reflects the cultures

AH-5-HA-S-Mu2: associate music they listen to or perform with the Colonial American

period in history; describe how the music reflects the

Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences) AH-5-HA-S-Mu3: describe distinguishing characteristics of the music of specific cultures

Common Core Standards

Primary

A.AH-P-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-P-HA-S-Mu: Skills and Concepts – Music Students will:

AH-P-HA-S-Mu1: begin to associate music they listen to or perform with specific cultures

(Native American, Appalachian, West African); describe

in simple terms how the music reflects the cultures

AH-P-HA-S-Mu2: begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the

music reflects the Colonial American time period

AH-P-HA-S-Mu3: begin to describe the music of specific cultures using music terminology Fourth Grade

A.AH-4-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-4-HA-S-Mu: Skills and Concepts – Music Students will:

AH-4-HA-S-Mu1: associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures

AH-4-HA-S-Mu2: associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period

AH-4-HA-S-Mu3: describe the music of specific cultures using music terminology

Fifth Grade

A.AH-5-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-5-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-5-HA-S-Mu: Skills and Concepts – Music Students will:

AH-5-HA-S-Mu1: associate music they listen to or perform with specific cultures

(Native American, Appalachian, West African); describe how the music reflects the cultures

AH-5-HA-S-Mu2: associate music they listen to or perform with the Colonial American period in history; describe how the music reflects the

Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences)

AH-5-HA-S-Mu3: describe distinguishing characteristics of the music of specific cultures

using music terminology (e.g., polyr	rhythms in African music not in N	Native American)	using music terminology (e.g., pol-	yrhythms in African music not in Nativ	e American)		
	CURRICULUM			CURRICULUM			
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30		
Subtopic Cultures	Subtopic Cultures	Subtopic Cultures	Subtopic Cultures	Subtopic Cultures	Subtopic Cultures		
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)		
K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music. 2-3: I can identify music from Native American, Appalachian and West African cultures. 2-3: I can identify uses of music in Native American, Appalachian, and West African cultures. 4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music. 4-5: I can list the elements of music used in each of the three cultures.	K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music. 2-3: I can identify music from Native American, Appalachian and West African cultures. 2-3: I can identify uses of music in Native American, Appalachian, and West African cultures. 4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music. 4-5: I can list the elements of music used in each of the three cultures.	K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music. 2-3: I can identify music from Native American, Appalachian and West African cultures. 2-3: I can identify uses of music in Native American, Appalachian, and West African cultures. 4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music. 4-5: I can list the elements of music used in each of the three cultures.	K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music. 2-3: I can identify music from Native American, Appalachian and West African cultures. 2-3: I can identify uses of music in Native American, Appalachian, and West African cultures. 4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music. 4-5: I can list the elements of music used in each of the three cultures.	K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music. 2-3: I can identify music from Native American, Appalachian and West African cultures. 2-3: I can identify uses of music in Native American, Appalachian, and West African cultures. 4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music. 4-5: I can list the elements of music used in each of the three cultures.	K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music. 2-3: I can identify music from Native American, Appalachian and West African cultures. 2-3: I can identify uses of music in Native American, Appalachian, and West African cultures. 4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music. 4-5: I can list the elements of music used in each of the three cultures.		
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary		
Cultures Native American	Cultures Native American West African	Cultures West African	Cultures Traditional Appalachian	Cultures Traditional Appalachian Colonial America	Cultures Colonial America		
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities		
Listen, recognize and respond to music from other cultures	Listen, recognize and respond to music from other cultures	Listen, recognize and respond to music from other cultures	Listen, recognize and respond to music from other cultures	Listen, recognize and respond to music from other cultures	Listen, recognize and respond to music from other cultures		

Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment:
Formative:	Formative:	Formative:	Formative:	Formative:	Formative:
Annual school wide musical –	Annual school wide musical	Annual school wide musical	Annual school wide musical –	Annual school wide musical –	Annual school wide
Preparation for the performance	 Preparation for the 	- Preparation for the	Preparation for the	Preparation for the performance	musical – Preparation for
would be formative with a	performance would be	performance would be	performance would be	would be formative with a	the performance would
written/oral critique by	formative with a	formative with a	formative with a written/oral	written/oral critique by	be formative with a
performers and observers.	written/oral critique by	written/oral critique by	critique by performers and	performers and observers.	written/oral critique by
	performers and observers.	performers and observers.	observers.		performers and
Summative:				Summative:	observers.
	Summative:	Summative:	Summative:		
Juried events (KMEA Solo &				All County band – Performance	Summative:
ensemble, all county art, etc.) –	Juried events (KMEA Solo &	Juried events (KMEA Solo &	All County band – Performance	would be summative with a	
Performance would be	ensemble, all county art,	ensemble, all county art,	would be summative with a	written/oral critique by	All County band –
summative with a written/oral	etc.) – Performance would	etc.) – Performance would	written/oral critique by	performers and observers.	Performance would be
critique by performers and	be summative with a	be summative with a	performers and observers.		summative with a
observers.	written/oral critique by	written/oral critique by		Common:	written/oral critique by
	performers and observers.	performers and observers.	Common:	(PLC Teams will design the	performers and
Common:			(PLC Teams will design the	common assessments, i.e., grade	observers.
(PLC Teams will design the	Common:	Common:	common assessments, i.e.,	level, and/or depts)	
common assessments, i.e., grade	(PLC Teams will design the	(PLC Teams will design the	grade level, and/or depts)		Common:
level, and/or depts)	common assessments, i.e.,	common assessments, i.e.,			(PLC Teams will design
	grade level, and/or depts)	grade level, and/or depts)			the common
					assessments, i.e., grade
					level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples
Web Resources	Web Resources	Web Resources	Web Resources	Web Resources	Web Resources
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
riigher Order Questions	riighei Ordei Questions	Tilgilei Ordei Questions	riigher Order Questions	Tilgilei Ordei Questions	Tilgilei Ordei Questions
Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the
performances of different	performances of different	performances of different	performances of different	performances of different cultures	performances of
cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.	and time periods.	different cultures and
	·	·	·	·	time periods.

Weeks 31-33 Topic Processes in the Arts Core Content 4.1 Primary AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading Weeks 34-36 Topic Humanities Review Core Content 4.1 Review all previous Core Content 4.1 material. Common Core Standards	
Primary AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading Humanities Review Core Content 4.1 Review all previous Core Content 4.1 material. Common Core Standards	
Core Content 4.1 Primary AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading Core Content 4.1 Review all previous Core Content 4.1 material. Common Core Standards	
Primary AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading Review all previous Core Content 4.1 material. Common Core Standards	
AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading Common Core Standards	
AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading Common Core Standards	
simple music notation. Review all previous common core standards material. Add the following interrelations.	ionship standards.
AH-EP-4.1.5: Students will sing alone and with others a varied repertoire of music. Primary ANDRO 14: Fordering Knowledge - Hadaness will understood the	
Fourth Grade A.A.H.P.IAA-U: Enduring Knowledge – Understandings Students will understand that AH-P.IAA-U-1: the arts are basic forms of human communication.	t:
ALID IAA II 2 must demonstrate melouic	/or common
shape/contour and meter. AH-04-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to historical periods tend to reflect common attitudes, ideas, beliefs, and feelings.	01 0011111011
given melodies. AH-P-IAA-U-3: the arts provide forms of non-verbal communication that can streng	then the
AH-04-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic presentation of ideas and emotions.	
phrases. AH-P-IAA-U-4: the modes of thinking and methods of the arts disciplines can be use	ed to illuminate
AH-04-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading situations in other disciplines that require creative solutions.	
music notation; be able to sustain own part in an ensemble. B.AH-P-IAA-S: Skills and Concepts – Arts Students will: AH-P-IAA-S-1: begin to recognize that common terms are used in various arts (e.g.,	temno
AH-04-4.1.5: Students will sing alone and with others a varied repertoire of music. AH-P-IAA-S-1: begin to recognize that common terms are used in various arts (e.g., in dance and music)	tempo
AH-05-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic AH-P-IAA-S-2: begin to notice communication of common themes or ideas across d	lifferent art forms
shape/contour and meter. AH-P-IAA-S-3: identify and explain connections between and among different art for	orms from
AH-05-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to the same culture or from the same time period	
given melodies. AH-P-IAA-S-4: begin to identify commonalities between the arts and other subjects	•
AH-05-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic school (e.g., observation skills in visual arts and science, historical and cultural pers	
phrases. AH-05-4 1.4: Students will sing and play alone simple rhythmic or tonal natterns by reading the arts and social studies, shape in visual art and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, reading music and reading visual art and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, reading music and reading visual art and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, reading music and reading visual art and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, reading music and reading visual art and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, reading music and reading visual art and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, reading music and reading visual art and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics, dance and a healt lifestyle, fractions in music notation and mathematics.	•
741 05 1121 11 Stadents Will still guid play district simple mything of conditional patterns by reading	voi us,
music notation; be able to sustain own part in an ensemble. AH-05-4.1.5: Students will sing alone and with others a varied repertoire of music. Composing music and writing) AH-P-IAA-S-5: communicate common meaning through creating and performing in	the four art forms
Common Core Standards Fourth Grade	
A.AH-4-IAA-U: Enduring Knowledge – Understandings Students will understand tha	it:
A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-4-IAA-U-1: the arts are basic forms of human communication.	,
AH-P-PA-U-1: there are three distinct processes for involvement in the arts: creating new	/or common
artworks, performing works previously created and responding to artworks and performances. AH-4-IAA-U-3: the arts provide forms of non-verbal communication that can streng	then the
AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of	dien die
Involvement in all three processes. AH-A-IAA-II-A: the modes of thinking and methods of the arts disciplines can be use	ed to
AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing	
are personal attitudes and skills that enhance enjoyment of the observer. B.AH-4-IAA-5: Skills and Concepts — Arts Students will:	
AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new	•
audiences AH-4-IAA-S-2: identify communication of common themes or ideas across different	
B.AH-P-PA-S-Mu: Skills and Concepts – Music Students will: AH-4-IAA-S-3: identify and explain connections between and among different art for the same culture or from the same time period	Jillis from

AH-P-PA-S-Mu1: be actively involved in creating and performing music alone and with others AH-P-PA-S-Mu2: begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others AH-P-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-P-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way Fourth Grade

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances. AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and

performing are personal attitudes and skills that enhance enjoyment of the observer. AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new

B.AH-4-PA-S-Mu: Skills and Concepts – Music Students will:

audiences.

AH-4-PA-S-Mu1: be actively involved in creating and performing music alone and with others AH-4-PA-S-Mu2: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and

performing are personal attitudes and skills that enhance enjoyment of the observer. AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-5-PA-S-Mu: Skills and Concepts – Music Students will:

AH-5-PA-S-Mu1: be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others

AH-5-PA-S-Mu2: sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles

AH-5-PA-S-Mu3: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-5-PA-S-Mu4: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and

mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing

music and writing)

AH-4-IAA-S-5: communicate common meaning through creating and performing in the four art forms

Fifth Grade

A.AH-5-IAA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-IAA-U-1: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.

AH-5-IAA-U-1: the arts are basic forms of human communication.

AH-5-IAA-U-2: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.

AH-5-IAA-U-3: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

B.AH-5-IAA-S: Skills and Concepts - Arts Students will:

AH-5-IAA-S-1: define common terms used in various arts (e.g., tempo in dance and music)

AH-5-IAA-S-2: explain communication of common themes or ideas across different art forms

AH-5-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period

AH-5-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)

AH-5-IAA-S-5: communicate common meaning through creating and performing in the four art forms

	ehavior appropriate for observing					
style of music being performed; discuss opinions with peers in a supportive and constructive way						
	CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	
Subtopic	Subtopic	Subtopic	Subtopic	Subtopic	Subtopic	
Performance	Performance	Performance	Performance	Performance	Performance	
Skills to be Taught	Skills to be Taught	Skills to be Taught	Skills to be Taught	Skills to be Taught	Skills to be Taught	
(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	(Learning Targets - I can	
statements)	statements)	statements)	statements)	statements)	statements)	
K3: I can sing and play alone	K-1: I can sing and play alone	K-1: I can sing and play alone	I can demonstrate prior	I can demonstrate prior	I can demonstrate prior	
simple rhythmic or tonal	simple rhythmic or tonal	simple rhythmic or tonal	learning through a	learning through a	learning through a	
patterns by reading simple	patterns by reading simple	patterns by reading simple	variety of mean (games,	variety of mean (games,	variety of mean (games,	
music notation.	music notation	music notation	tests, etc.)	tests, etc.)	tests, etc.)	
4-5: I can create and notate	2-3: I can sing alone and with	2-3: I can sing alone and with	I can identify and analyze	I can identify and analyze	I can identify and analyze	
short, simple melodies that	others a varied repertoire of	others a varied repertoire of	the arts elements of music	the arts elements of music	the arts elements of music	
demonstrate melodic shape,	music.	music.	through the use of	through the use of	through the use of	
contour and meter.	4-5: I can sing and play alone	4-5: I can improvise answers	technology.	technology.	technology.	
4-5: I can sing alone and with	simple rhythmic or tonal	in similar style to given	I can identify and analyze Arts cultures/periods and	I can identify and analyze Arts cultures/periods and	I can identify and analyze	
others a varied repertoire of music.	patterns by reading music notation; be able to sustain	rhythmic and/or phrases. 4-5: I can critique the	purposes	purposes	Arts cultures/periods and purposes	
4-5: I can critique the	own part in an ensemble.	performance of a piece of	through the use of	through the use of	through the use of	
performance of a piece of	4-5: I can create and perform	music using appropriate	technology.	technology.	technology.	
music using appropriate	simple melodic or rhythmic	elements of music.				
elements of music.	accompaniments to given					
	melodies.					
	4-5: I can critique the					
	performance of a piece of					
	music using appropriate					
	elements of music.					
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	
Perform	Perform	Perform	Arts Elements	Arts Elements	Arts Elements	
Create	Create	Create	Purposes of the arts	Purposes of the arts	Purposes of the arts	
Rehearse	Rehearse	Rehearse	Humanities in the Arts	Humanities in the Arts	Humanities in the Arts	
Critique	Critique	Critique				
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	
Present a performance for a	Present a performance for a	Present a performance for a	Students recall and recognize	Students recall and recognize	Students recall and recognize	
selected audience.	selected audience.	selected audience.	elements, purposes and	elements, purposes and	elements, purposes and	
			process in music	process in music	process in music	
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	

Formative:	Formative:	Formative:	Formative:	Formative:	Formative:
School wide video for test	School wide video for test	School wide video for test	Performance Based (Student	Performance Based (Student	Performance Based (Student
prep – Preparation for the	prep – Preparation for the	prep – Preparation for the	perform specific skills with	perform specific skills with	perform specific skills with
performance would be	performance would be	performance would be	immediate feedback)	immediate feedback)	immediate feedback)
formative with a written/oral	formative with a written/oral	formative with a written/oral	Summative:	Summative:	Summative:
critique by performers and	critique by performers and	critique by performers and			
observers.	observers.	observers.	School wide video for test prep	School wide video for test prep	School wide video for test prep
			– Performance would be	– Performance would be	– Performance would be
Summative:	Summative:	Summative:	summative with a written/oral	summative with a written/oral	summative with a written/oral
			critique by performers and	critique by performers and	critique by performers and
Annual school wide musical –	Annual school wide musical –	Annual school wide musical –	observers.	observers.	observers.
Performance would be	Performance would be	Performance would be			
summative with a written/oral	summative with a written/oral	summative with a	Common:	Common:	Common:
critique by performers and	critique by performers and	written/oral critique by	(PLC Teams will design the	(PLC Teams will design the	(PLC Teams will design the
observers.	observers.	performers and observers.	common assessments, i.e.,	common assessments, i.e.,	common assessments, i.e.,
			grade level, and/or depts)	grade level, and/or depts)	grade level, and/or depts)
Common:	Common:	Common:			
(PLC Teams will design the	(PLC Teams will design the	(PLC Teams will design the			
common assessments, i.e.,	common assessments, i.e.,	common assessments, i.e.,			
grade level, and/or depts)	grade level, and/or depts)	grade level, and/or depts)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples	Musical Examples
Web Resources	Web Resources	Web Resources	Web Resources	Web Resources	Web Resources
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Evaluate the song we have	Evaluate the song we have	Evaluate the song we have	Compare/contrast how	Compare/contrast how	Compare/contrast how
been singing in class using an	been singing in class using an	been singing in class using an	different art forms	different art forms	different art forms
oral or written peer review	oral or written peer review	oral or written peer review	communicate emotions.	communicate emotions.	communicate emotions.
critique.	critique.	critique.			