

Atlantic City Public Schools  
General and Instrumental Music  
Course Curriculum Guide  
Pre-K to 8

---



Atlantic City Public Schools  
General and Instrumental Music  
Course Curriculum Guide  
Pre-K to 8

**Prepared By**  
**2016 Music Curriculum Task Force**

Robert Faussett, Music Teacher  
*Brighton Avenue School*  
Craig Martin, Music Teacher  
*Richmond Avenue School*

**Reviewed By**  
Mrs. Gabrielle Caldwell  
*Director of Elementary Education*

**Board of Education**

John Devlin  
*President*  
Ed Cooper  
*Vice-President*  
Michael Harvey, Sr.  
Shay Steele  
Nynell Langford  
Allen Thomas

Kim Bassford  
*Ventnor Representative*  
Walter Johnson  
Ruth Byard  
William Donio  
*Solicitor*  
Angie Brown  
*Board Secretary*

**District Administration**

Sherry Yahn  
*Assistant Superintendent, Curriculum &  
Instruction*  
Barry Caldwell  
*Assistant Superintendent, General  
Operations*  
Denise Dufner  
*Human Resources Manager*  
Michael Bird  
*Director of Assessments and Special  
Projects*

Gabrielle Caldwell  
*Director of Elementary Education*  
Harry Formica  
*Supervisor of Special Education*  
Donald Harris  
*Director of Secondary Education*  
Diane Saunders  
*Director of Human Resources*  
Paul Spaventa  
*Interim Superintendent*

## Table of Contents

Mission/Philosophy/Vision	4
New Jersey Performing Arts Framework	
Students with Diverse Needs	5
G.E.M. Statement	7
Amistad Mandate	8
Atlantic City Schools Music Curriculum	
Pre-Kindergarten	15
Kindergarten	27
First Grade	36
Second Grade	45
Third Grade	54
Fourth Grade	60
Fifth Grade	66
Sixth Grade	72
Seventh Grade	79
Eighth Grade	84
New Jersey Pre-Kindergarten Standards	90
New Jersey Core Curriculum Standards	98
Sample Lesson Plans	113
Resources Page	122
References	123

## **Mission**

**The mission** of the Atlantic City School District Performing Arts Department is to instill a life-long appreciation for the fine and performing arts cultivate discipline, foster enduring character traits, and equip students with the 21st Century skills of creativity, critical thinking, communication, and collaboration. This is supported through the use of cross-curricular content and national, state, and local standards.

**We affirm** our faith in the power of the Performing Arts to enrich the lives and endeavors of humankind. In a highly technological society, the Performing Arts serve as a humanizing force, giving dignity and a sense of worth to the individual.

## **Philosophy**

**The purpose** of Performing Arts education in the Atlantic City School District is to celebrate and preserve our cultural heritages, and to explore the realms of expression, imagination, and creation resulting in new knowledge. The Fine and Performing Arts Department, comprised of visual arts, music, dance, and theater, recognizes that this philosophy is achieved and understood through parental, community and administrative support.

## **Vision**

**We believe** education and participation in the Performing Arts provides:

- Support in literacy development through interdisciplinary learning.
- Enhancement of technological skills during the creative process.
- A platform in which to develop multicultural and communal sensitivities.
- Experiences to promote self-awareness and an enhanced purpose.

# **New Jersey Performing Arts Framework**

## **STUDENTS WITH DIVERSE NEEDS**

This curriculum guide, in keeping with the philosophy of the Atlantic City Public School District, acknowledges that education is for all students. Integration of students with developmental disabilities means their involvement in all aspects of school life. This includes placement in regular Fine, Practical and Performing Arts education classes and participation in extra-curricular activities. Students with disabilities placed in regular classes have an environment in which to grow creatively, physically and socially.

Public Law 94-142 entitles all children with disabilities to a free appropriate public education in the least restrictive environment. The following section is taken from the New Jersey Frameworks for Visual and Performing Arts:

### **Education For All Handicapped Children Act 94-142, 1975**

The Individuals with Disabilities Education Act, Amendments of 1997 and Section 504 of the Rehabilitation Act of 1973 guarantee students with disabilities the right to general education program adaptations as specified in their Individualized Education Programs (IEPs) or 504 plans. The intent of these acts is to provide these students access to the general education program and curriculum. The term adaptation, in the context of the Visual and Performing Arts Frameworks is defined as: “any adjustment or modification to the general education program enabling students with disabilities to participate and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards.” These modifications may be those identified as best practice.

### **Participation In And Benefit From Visual And Performing Arts**

Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.

### **Dance, Music, Theater, And Visual Arts Require Different Forms Of Participation**

The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, and use of a variety of tools and materials and safety considerations. For these reasons, it is essential that the arts teacher understands the nature of the student’s disability and accesses the individual education program.

### **Adaptive Fine Arts Education**

The students in the Adaptive Fine Arts Education Program in the Atlantic City Public Schools will be exposed to a wide variety of materials and activities that will aid in the development of fine and gross motor skills. These materials and activities necessary for artistic development are much the same as those necessary for other students. Modifications are made according to the needs of each student. Simplifying activities and materials helps the teacher provide students with successful outcomes as it builds self-esteem in the student. For example, emphasis would be directed towards the selection of color and the placement of shapes in a composition, as opposed to an actual drawing activity.

### **Rationale**

An Adaptive Fine Arts Education Program would be a specialized course where students with physical and mental handicaps can actively participate in fine arts education. Under the Rehabilitation Act of 1973, Section 504, no student shall be denied the right to participate in an activity or program that receives federal aid. Although the handicapped student may not be able to be mainstreamed, he/she will not be denied the right to participate in art activities. Note: The adaptive instructor will consult the student's IEP to determine if a need for special adaptations to skill teaching is necessary, but the regular fine arts curriculum will be followed as closely as possible. The instructor will also work closely with any other professionals involved in the adaptive student's program, (i.e. their classroom teacher).

## **G. E. M. Statement**

In accordance with the Guidelines for Education that is Multicultural (G. E. M.) and Title IX of the Educational Amendment of 1972, the Fine, Practical and Performing Arts Task Force has acknowledged that the curriculum developed for grades Kindergarten through Twelve will provide a complete educational plan for the development of Fine Arts education. This process will ensure that all students will have equal access to the fundamental knowledge and skills critical to achieving success.

1. To enable students and school staff to recognize and make appropriate responses about discrimination based on race, sex, national origin, sexual orientation or disability, and strive for equity and unity in a diverse society;
2. To provide students with multicultural experiences designed to enable them to interact more effectively in a pluralistic society and an interdependent world;
3. To transform curricular content areas to include ideas, perspectives, and experiences of women and men, diverse racial, cultural, and ethnic groups;
4. To create a school and classroom climate that enhances learning by recognizing the history and culture of all people;
5. To empower students and their families to become active participants in the process of learning;
6. To increase students' knowledge of diverse cultural attitudes, traditions, and values;
7. To assist students in developing a positive self-image;
8. To improve inter-group/interpersonal relations;
9. To provide a school atmosphere that fosters respect for all languages and dialects
10. To develop students' ability to recognize, critically analyze, and make intelligent decisions about complex social problems and issues such as discrimination and racism in contemporary society so that the student will act as agents of social change.
11. To ensure that on the basis of sex, no person be excluded from participation in any educational program.

*Guidelines for Education that is Multicultural, New Jersey State Department of Education, 1993; Title IX Regulation Summary, Government Printing Office, Washington D.C., 1972*

# **Amistad Commission Mandate**

## **Amistad Mandate Infused Through the Curriculum**

### **Mission Statement**

The development of the Amistad Curriculum Link in the Atlantic City School District is to ensure the integration of the history of peoples of African descent, including but not limited to the African origins of African Americans, the African slave trade, slavery and its legacy, as well as a variety of contributions that the people of African descent have made and continue to make to American and world history as stipulated by the New Jersey Amistad Commission.

### **Goals**

1. To integrate the history of Africans and African American into the social studies, as well as other curricula in our schools in order to provide a history that is accurate, complete and inclusive.
2. To aide Atlantic City teachers with additional information and resources to facilitate the teaching of this curriculum.
3. To encourage our students and community to become more aware and knowledgeable about the importance of the history and contributions made by African Americans to the growth and development of the American society as stated by the New Jersey Amistad Commission.

The Performing Arts Curriculum has opportunities within the document to extend the goals as stated in the mission statement and goals. Activities that align with the goals and mission statement of the New Jersey Amistad Commission are noted. The goals are listed below by grade level. Grades above six have units incorporated in the Social Studies curriculum that further support the mission and goals of the Amistad Commission.

### **Kindergarten**

- Define the concept of ancestry
- Locating Africa on the Globe
- Define ancestors as family members who live before someone was born
- Use stories, songs and drawings to tell about their family history
- Appreciate cultural similarities and difference
- Recognize that modern-day Africans carry on traditions from the past
- Recognize that Africa is made up of large cities and small villages
- Recognize that Africans were and continue to be builders and craftsmen
- Recognize that African-Americans have helped the country to grow
- Recognize that African-American histories began in American long ago



# **Amistad Commission Mandate**

(continued)

## **First Grade**

- Understand that history is a story from the past
- Discuss village life in Africa
- Understand the reasons why Africans were enslaved
- Discuss African-Americans' contributions to this country
- Explain why many African-Americans moved north
- Recognize the names of some major figures in American history, including George Washington, Abraham Lincoln, Dr. Martin Luther King, Jr. and others
- Appreciate cultural similarities and differences
- Understand that the continent of Africa has many countries and languages
- Discuss food, shelter, clothing, celebrations and customs unique to various cultures

## **Second Grade**

- Define ancestors as family members who lived before them
- Understand the importance of ancestors and traditions
- Recognize how the Underground Railroad helped African-Americans escape slavery
- Recognize how African-Americans contributed to the growth of our nation
- Discuss some of the characteristics of Ancient Egypt
- Compare and contrast Ancient Egypt with Egypt of today
- Discuss some of the characteristics of Kenya, Ghana, and Senegal
- Describe some of the different kinds of neighborhoods that exist today in Africa

## **Third Grade**

- Evaluate the importance of traditions, values and beliefs, which form a common American heritage in an increasingly diverse American society.
- Explain why it is important to understand diverse people, ideas, and cultures
- Identify aspects of culture and heritage presented in literature, art, music, sport or the media
- Examine common and diverse traits of other cultures and compare to their culture
- Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs and celebrations
- Understanding trade route and land acquisition
- Understanding the role of African-American pioneers
- Discuss the reasons why the various groups, voluntarily and involuntarily immigrated to America and New Jersey and describe the problems they encountered.
- Explain the role of African-American cowhands in early prairie towns
- Discuss the civil rights struggle

# **Amistad Commission Mandate**

(continued)

## **Fourth Grade**

- Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
- Understanding the struggles of those who were faced with discrimination
- Explain that Africans were enslaved and brought to the colonies
- Identify Africa and slave trade routes on the map
- Discuss diverse folklore and cultural contributions from New Jersey and other regions in the United States
- Discuss the history and celebrations in American songs, symbols, traditions, slogans and major holidays
- Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal and Dr. Martin Luther King's "I Have a Dream" speech
- Understand and discuss New Jersey as a leader in social reforms such as the first African American to vote, the civil rights movement, citizenship, suffrage and computers
- Understand and demonstrate understanding of the Civil War and New Jersey's role in slavery, the Underground Railroad, and the abolitionist movement.  
Examples include:
  - Abolitionists: Angelina Grimke, Sarah Grimke, John S. Rock
  - Underground Railroad: Path to Freedom, Harriet Tubman
  - Fugitive Slave Act
  - Civil War: "The War Between the States"
  - The Confederacy- The Union

## **Fifth Grade**

- Describe the major conflicts that have risen from diversity (civil rights, women's rights)
- Discuss factors that contributed to oceanic travel and exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries, including technological innovations in ship building, navigation, naval, warfare and the impact of wind currents on the major trade routes.
- Discuss the factors that stimulated European oversea explorations in the 15<sup>th</sup> and 17<sup>th</sup> centuries and the impact of the exploration on the modern world
- Discuss the characteristics of the Spanish and the Portuguese explorations and the conquest of the Americas
- Discuss the social composition of early settlers and their motives for exploration and conquest
- Analyze the cultures and interactions of peoples in the Americas, Western Europe and Africa after 1450 including the transatlantic slave trade

# **Amistad Commission Mandate**

(continued)

## **Fifth Grade (continued)**

- Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America, and other destinations, retained their humanity, their families and their culture during enslavement
- Discuss the components of the slave trade, indentured servants and slavery
- Identify factors that account for the establishment of African slavery in the Americas

## **Sixth**

- Demonstrate understanding of major world religions and the part they played in the development of civilization (i.e. Christianity, Islam, Judaism)
- Discuss the spread of Islam in Northern Africa and Southwest Asia and the influence of Islamic ideas and practice on other cultures and social behavior
- Analyze the rise of the West African Empires in Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.

## **Authentic Assessment**

As the instruction in all subject areas becomes more student centered, and the possibilities for broadening students' awareness and skill levels increases, the need for authentic assessment is more important than ever. Authentic assessment is a form of summative evaluation in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Jon Mueller).

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Authentic tasks involve challenges and roles that help students rehearse for the complex ambiguities of the “game” of adult and professional life. Traditional tests are more like drills (Grant Wiggins).

Authentic assessment requires students to be effective performers with acquired knowledge as opposed to traditional assessment where students are only required to “plug in” to what was learned out of context (Wiggins).

Supporting traditional and authentic assessments is the belief that the primary mission of schools is to help develop productive citizens. Therefore, schools must help students become proficient at not only acquiring knowledge and skills, but also help students become proficient at performing the tasks they will encounter when they graduate. To determine if this is successful, the school must then ask students to perform meaningful tasks that replicate real-world challenges to see if students are capable of doing so.

Notation of authentic assessment is highlighted in the units. The notations are placed under the suggested activities where appropriate. The activities show how authentic assessment can be practically applied and used in the classroom.

# Atlantic City Schools Music Curriculum

# Suggested Materials

- **Classroom Instruments**
  - Orff Xylophones- Soprano, Alto, Bass
  - Tambourines
  - Lumi Sticks
  - Guiros
  - Woodblocks
  - Vibraslap
  - Ratchet
  - Thunder Tube
  - Tubanos
  - Djembes
  - Ocean Drums
  - Cymbals
  - Guitar
  - Piano
  - Drumset
- **Technology**
  - Apple Computers- Garage Band
  - Projector/Mimio Board
- **Paper Resources**
  - Share the Music: Music Curriculum K-8

# Pre-Kindergarten

In Pre-Kindergarten, students will engage in singing, dancing, and movements that align with the Pre-Kindergarten curriculum. Children will be introduced to the elements of music and movement and in the process develop listening and observational skills that support the enhancements of other core academic subjects as well as the appreciation of art for art's sake.

## PreKindergarten National Core Arts Standards!

!  
!

Creating!			
Standard!	Enduring Understandings!	Essential Questions!	Objectives!
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work!</i> !	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources!	How do musicians generate creative ideas?!	<i>Imagine!</i> <ul style="list-style-type: none"> <li>With substantial guidance, explore and experience a variety of music .</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work!</i> !	Musicians' creative choices are influenced by their expertise, context, and expressive intent.!	How do musicians make creative decisions?! !	<i>Plan and Make!</i> <ul style="list-style-type: none"> <li>With substantial guidance, explore favorite musical ideas (such as movements, vocalizations or instrumental accompaniments).</li> <li>With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work!</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.!	How do musicians improve the quality of their creative work?! !	<i>Evaluate and Refine!</i> <ul style="list-style-type: none"> <li>With substantial guidance, consider personal, peer and teacher feedback when demonstrating and refining personal musical ideas.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.!	When is creative work ready to share?! !	<i>Present!</i> <ul style="list-style-type: none"> <li>With substantial guidance, share revised personal musical ideas with peers.</li> </ul>

!  
!  
!  
!  
!  
!



## PreKindergarten National Core Arts Standards!

Performing!			
Standard!	Enduring Understandings!	Essential Questions!	Objectives!
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation!</i> !	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.!	How do performers select repertoire?!	<i>Select!</i> <ul style="list-style-type: none"> <li>With substantial guidance, demonstrate and state preference for varied musical selections.</li> </ul>
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.!	How does understanding the structure and context of musical works inform performance?!	<i>Analyze!</i> <ul style="list-style-type: none"> <li>With substantial guidance, explore and demonstrate awareness of musical contrasts..</li> </ul>
	Performers make interpretive decisions based on their understanding of context and expressive intent. !	How do performers interpret musical works?!	<i>Interpret!</i> <ul style="list-style-type: none"> <li>With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).</li> </ul>
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation!</i> !	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.!	How do musicians improve the quality of their performance?!	<i>Rehearse, Evaluate, and Refine!</i> <ul style="list-style-type: none"> <li>With substantial guidance, practice and demonstrate what they like about their own performances.</li> <li>With substantial guidance, apply personal, peer, and teacher feedback to refine performances.</li> </ul> !
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.!</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.!	When is a performance judged ready to present? ! ! How do context and the manner in which musical work is presented influence audience response?!	<i>Present!</i> <ul style="list-style-type: none"> <li>With substantial guidance, perform music with expression.</li> </ul> !

## PreKindergarten National Core Arts Standards!

!  
!  
!

Responding!			
Standard!	Enduring Understandings!	Essential Questions!	Objectives!
<b>Standard 7: Perceive and analyze artistic work!</b>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<b>Select!</b> <ul style="list-style-type: none"> <li>With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</li> </ul>
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<b>Analyze!</b> <ul style="list-style-type: none"> <li>With substantial guidance, explore musical contrasts in music.</li> </ul>
<b>Standard 8: Interpret intent and meaning in artistic work !</b>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<b>Interpret!</b> <ul style="list-style-type: none"> <li>With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).</li> </ul>
<b>Standard 9: Apply criteria to evaluate artistic work.!</b>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<b>Evaluate!</b> <ul style="list-style-type: none"> <li>With substantial guidance, talk about personal and expressive preferences in music.</li> </ul>

!  
!  
!  
!  
!  
!  
!  
!

## PreKindergarten National Core Arts Standards!

!

Connecting!			
Standard!	Enduring Understandings!	Essential Questions!	Objectives!
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.!</i> !	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.! !	How do musicians make meaningful connections to creating, performing, and responding?!	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.! • With substantial guidance, share revised musical ideas with peers. • With substantial guidance, demonstrate and state preferences for varied musical selections. • With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo). !
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.! !	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?!	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.! • With substantial guidance, explore and demonstrate awareness of musical contrasts.. • With substantial guidance, explore musical contrasts in music. • With substantial guidance, talk about their personal and expressive preferences in music. !

!  
!  
!  
!  
!  
!  
!

!

Pre-Kindergarten: Marking Period 1!			
Themes: Beginning of the Year, All About Me, Music Making Study, Fall Fun, Balls, Transportation!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>!</b> <b>Imagine:</b> Students move freely while listening to short selections with scarves and other props.! <b>!</b> <b>Plan and Make: !</b> Students choose instruments to accompany classroom songs.! Students use iconic notation to create an original piece of music on classroom instruments.! <b>!</b> <b>Evaluate and Refine:</b> Students edit original pieces of music based on feedback from the class and teacher.! <b>!</b> <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Interpret:</b> Students respond to the music with different styles of voices, dynamics and tempos as they listen to the music.! <b>!</b> <b>Rehearse, Evaluate, Refine:!</b> Students will practice for musical performances (i.e. holiday shows, assemblies, etc.) <b>Present: !</b> Students with guidance from the teacher will perform pieces of music incorporating expression.! <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Select:</b> Students will talk about their personal interests. Students will demonstrate musical preferences by choosing songs during class. <b>!</b> <b>Analyze:</b> Students will learn about, listen to and discuss various styles and genres of music.! <b>!</b> <b>Interpret:</b> Students with guidance! from the teacher will learn!about different musical expressions such as dynamics and tempo.! <b>!</b> <b>Evaluate:</b> Students will listen to excerpts and discuss whether each piece possesses elements of music that meet their preferences. ! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Demonstrate:</b> Students will talk about their new musical ideas, their preferences in songs and discuss expressive qualities, then get feedback from the class and teacher.! <b>!</b> <b>Demonstrate:</b> Students will explore and demonstrate different styles and genres of music plus talk about their personal preferences in music and then get feedback from the class and the teacher.! <b>!</b>

!

!

!

Pre-Kindergarten: Marking Period 2!			
Themes: Transportation, Clothes Study, Winter Wonderland/Celebrations Around the World, Buildings, Community Helpers, Boxes!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>!</b> <b>Imagine:</b> Students will sing a variety of songs chosen by the teacher.! <b>!</b> <b>Plan and Make:</b> Students will accompany songs by clapping, counting or playing musical instruments.! Students will begin to practice for their own musical performance with guidance from the teacher.! <b>!</b> <b>Evaluate and Refine:</b> Students will do their own musical performance for each other and also get feedback from the teacher and the other students.! <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Interpret:</b> Students will sing a variety of songs incorporating different tempos and dynamics of their own choosing.! <b>!</b> <b>Rehearse, Evaluate, Refine:!</b> Students will begin to practice songs for the winter holiday show.! Students will discuss orally their performance with the class and teacher and then make any necessary changes that are needed.! <b>!</b> <b>Present:</b> Students will perform the holiday songs showing their vocal and instrumental skills.! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Select:</b> Students will discuss interests that influenced their song choices in conjunction with the celebrations around the world for the holiday season.! <b>!</b> <b>Analyze:</b> Students will discuss and explore different celebrations that are observed around the world.! <b>!</b> <b>Interpret:</b> Students will learn how dynamics and tempo are incorporated into those different celebration songs from around the world.! <b>!</b> <b>Evaluate:</b> Students will discuss as a class why they like particular songs and celebrations from around the world for the holiday season, connecting that to their personal and expressive interests in music.!!	<b>Suggested Activities:!</b> <b>!</b> <b>Demonstrate:</b> Students with guidance will put their new and own knowledge of musical ideas, preferences and expressions plus their exploration of new musical contrasts into music by performing a song for the class.! <b>!</b> <b>Demonstrate:</b> Students with guidance will take their own personal preferences of genres, styles and contrasts of music and perform a song for the class.!

!  
!  
!

Pre-Kindergarten: Marking Period 3!			
Themes: Boxes, Reduce Reuse & Recycle, Begin Spring/Planting Seeds!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>!</b> <b>Imagine:</b> Students will continue to learn a variety of music with various themes being used.! <b>!</b> <b>Plan and Make:</b> Students will take their favorite musical ideas and accompany songs within the various classroom themes.! Students will continue to work on their own musical performance incorporating those musical ideas. <b>Evaluate and Refine:</b> Students will do a musical performance using musical ideas and various themes.! <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Interpret:</b> Students will listen to different theme songs paying close attention to voices, dynamics and tempo.! <b>!</b> <b>Rehearse, Evaluate, Refine: !</b> Students will practice songs that are appropriate to the suggested themes. <b>!</b> Students will perform the songs and then discuss their performance with the teacher and each other.! <b>!</b> <b>Present:</b> Students will perform those songs showing their vocal skills and also different dynamics and tempos.! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Select:</b> Students will show why they like a particular theme over another that was chosen by the teacher.! <b>!</b> <b>Analyze:</b> Students will discuss different themes that were chosen and listen to the music.! <b>!</b> <b>Interpret:</b> Students will discuss how dynamics and tempo are incorporated into theme appropriate repertoire.! <b>!</b> <b>Evaluate:</b> Students will discuss as a class why they liked particular theme songs that were chosen.! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Demonstrate:</b> Students with guidance will continue to expand on their musical ideas, preferences and expressions by performing a song for the class using one of the specified themes.! <b>!</b> <b>Demonstrate:</b> Students with guidance will show how a song has different contrasts, styles and expressions by performing a song for the class connected to one of the specified themes.!

!  
!  
!  
!  
!  
!

Pre-Kindergarten: Marking Period 4!			
Themes: Exercise Study, Continue Spring/Growing Plants/Week of Young Child, Tree Study, Bugs Bugs Bugs, End of the Year, Summer!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>!</b> <b>Imagine:</b> Students will continue to learn about different genres and styles of music as per the teacher.! <b>!</b> <b>Plan and Make:</b> Students will take their favorite musical ideas and incorporate them into the songs chosen by the teacher.! Students will practice for a musical performance for the school incorporating musical ideas such as singing, dancing and playing instruments.! <b>!</b> <b>Evaluate and Refine:</b> Students will participate in musical performance for the school using those musical ideas and afterwards discuss their performance.! <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Interpret:</b> Students will listen to different genres of songs paying close attention to voices, dynamics and tempo.! <b>!</b> <b>Rehearse, Evaluate, Refine: !</b> Students will practice and perform songs that use a variety of genres of music.! <b>!</b> <b>Present:</b> Students will perform those songs using various tempi, dynamics and showing a variety of voices that they have.! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Select:</b> Students will show why they like a particular genre or style of music over others and also discuss their personal interests. <b>!</b> <b>Analyze:</b> Students will discuss different genres in music and listen to the songs.! <b>!</b> <b>Interpret:</b> Students will listen to those different genres of music and discuss how dynamics and tempo are used in those songs.! <b>!</b> <b>Evaluate:</b> Students will discuss as a class why they liked those genres of songs that they listened to incorporating their personal and expressive interests in music.! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Demonstrate:</b> Students with guidance will take all their musical ideas, preferences and expressions, which will include new and old and do a performance for the class using one of the genres. <b>!</b> <b>Demonstrate:</b> Students with guidance will demonstrate how a particular genre has different contrasts, styles and expressions by performing a song for the class.! <b>!</b>

!  
!

Pre-Kindergarten Themes		
Month	Theme	Suggested Songs (from Share the Music: Kindergarten)
September	Beginning of the Year	Counting Song, Alphabet Song, Letters and Names, Colors, Welcome
	All About Me	All About Me, Just Like Me, Happy Children, Brush Your Teeth, One Two, Tie My Shoe
October	Music Making Study	Step In Time, Clap Your Hands, If You're Happy, Play The Drum, When I'm Walking
	Fall Fun	Autumn Leaves, Country Farms, I Caught a Rabbit, Five Little Pumpkins, Five Little Leaves
November	Balls	Round And Round, Pass The Ball, Quiet Ball, Bouncing Ball, Merrily We Roll Along
	Transportation	Car Song, The Wheels On The Bus, Little Blue Truck, Hear The Train, Engine, Engine, Number Nine
December	Clothes	Mitten Song, Magic Shoes, My Hat It Has Three Corners, Cap Mitten Shoes and Socks, Mary Wore Her Red Dress
	Winter Wonderland/ Celebrations Around the World	Jingle Bells, My Dreidel, Hanukkah Is Here, Dima(Kwanzaa), Let's Sing (Wonto Dwom)
January	Buildings	Johnny Works With One Hammer, Johnny Taps With One Hammer, London Bridge, Barnyard, Down At The Station
	Community Helpers	This Is What I Can Do, Milkman Milkman, The Muffin Man, Dig A Little Hole, Did You Feed My Cow?



February	Boxes	I'm a Little Teapot, Strawberry Shortcake, Magic Shoes, Hot Cross Buns, I'm A Choo-Choo Train
March	Reduce, Reuse, Recycle	Big, Beautiful Planet, Ninety- Nine Bottles Of Pop, Kick the Can, One Two, Tie My Shoe
	Begin Spring/Planting Seeds	The Flower, Five Fat Peas, Oats, Peas, Beans, I'm A Little Acorn Brown, Johnny Appleseed
April	Exercise Study	Wake Me, Shake Me, Step In Time, Shake My Sillies, Hokey Pokey, One Finger, One Thumb
	Continue Spring/Growing Plants/Week of the Young Child	Two Little Apples, Ten in A Bed, The Green Grass Grows All Around, Apple Harvest, Blackberries
May	Trees Study	Apples And Bananas, Nut Tree, My Oak Tree, Apples and Peaches, Five Little Monkeys In A Tree
	Bugs, Bugs, Bugs	Eency Weency Spider, The Ants Go Marching, The Big Black Bug, Caterpillar, Lady Bug! Lady Bug!
June	End of the Year/Summer	Charlie Over The Ocean, Sea Shell, Be Kind To Your Web Footed Friends, Two, Four, Six, Eight, A Bicycle Built For Two

Draft

# Kindergarten

Kindergarteners will engage in song, dance, and movement that correspond with various genres of music. Children will be introduced to the basic elements of music while developing listening and observational skills as it supports the enhancement of other core academic subjects as well as the appreciation of art for art's sake.

# Kindergarten National Core Arts Standards !

Creating			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>With guidance, explore and experience music concepts (such as beat and melodic contour).</li> <li>With guidance, generate musical ideas (such as movement and motives).</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>With guidance, demonstrate and choose favorite musical ideas.</li> <li>With guidance, organize personal musical ideas using iconic notation and/or recording technology.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>With guidance, apply personal, peer and teacher feedback in refining personal musical ideas.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>With guidance, demonstrate a final version of personal musical ideas to peers.</li> </ul>

# Kindergarten National Core Arts Standards !

Performing			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> · With guidance, demonstrate and state personal interest in varied musical selections.
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> · With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> · With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> · With substantial guidance, practice and demonstrate what they like about their own performances. · With substantial guidance, apply personal, peer, and teacher feedback to refine performances.
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> · With substantial guidance, perform music with expression. · Perform appropriately for the audience.

# Kindergarten National Core Arts Standards !

Responding			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7: Perceive and analyze artistic work</b>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> · With guidance, list personal interests and experiences and demonstrate why they prefer some musical selections over others.
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> · With guidance, demonstrate how a specific music concept (such as beat or melodic direction)) is used in music.
<b>Standard 8: Interpret intent and meaning in artistic work</b>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> · With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect the creators'/performers' expressive intent.
<b>Standard 9: Apply criteria to evaluate artistic work.</b>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> · With guidance apply personal and expressive preferences in the evaluation of music.

## Kindergarten National Core Arts Standards !

Connecting			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>With guidance, demonstrate a final version of personal musical ideas to peers.</li> <li>With guidance, demonstrate and state personal interest in varied musical selections.</li> <li>With guidance, demonstrate awareness of qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>With guidance, explore and demonstrate, awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</li> <li>With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</li> <li>With guidance, apply personal and expressive preferences in the evaluation of music.</li> </ul>

Kindergarten: Marking Period 1!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>!</b> <b>Imagine:</b> Students will listen to music while stepping/marching, clapping, echoing and playing classroom instruments.! <b>!</b> <b>Plan and Make:</b> Students will choose one or more of the above to accompany the song.! Students will then practice the song using what they chose to accompany themselves. ! <b>!</b> <b>Evaluate and Refine:</b> Students will perform that song and make any necessary changes as per the teacher and class.! <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Interpret:</b> Students will listen to music and respond to the different tempos, dynamics and voice qualities.! <b>!</b> <b>Rehearse, Evaluate, Refine:!</b> Students will rehearse a song and then discuss that performance with each other.! Students will make changes with their performances as per the teacher and class.! <b>!</b> <b>Present:</b> Students with direction from the teacher will perform the song emphasizing various forms of expression.! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Select:</b> Students will share their personal interests and then demonstrate why they prefer certain musical songs over others which was influenced by that.! <b>!</b> <b>Analyze:</b> Students will explore the different contrasts that are found in music.! <b>!</b> <b>Interpret:</b> Students will explore the different music qualities found in music emphasizing dynamics and tempo.! <b>!</b> <b>Evaluate:</b> Students with guidance from the teacher will talk about their own personal and expressive preferences in music.! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Demonstrate:</b> Students with guidance, will tell each other their preference of musical expressions, ideas, contrasts and songs, then get feedback from the teacher and classmates.! <b>!</b> <b>Demonstrate:</b> Students with guidance, will show their awareness of musical contrasts, explore different contrasts of music, talk about their personal and expressive preferences in music, and get feedback from the teacher and each other.! <b>!</b>

!  
!  
!



Kindergarten: Marking Period 2!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Students will be singing a wide range of songs which will be chosen by the teacher and include stepping, marching, clapping, echoing and playing classroom instruments.!</p> <p>!</p> <p><b>Plan and Make:</b> Students will accompany songs by stepping, marching, clapping, echoing and playing classroom instruments.!</p> <p>Students will work on their own musical performance with guidance from the teacher using multiple props from above.!</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students will do their own musical performance for the class using multiple props from above and then get feedback from the teacher and students.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Interpret:</b> Students will be singing various types of songs and add their own style of voices, dynamics and tempos to the music.!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:!</b></p> <p>Students will begin to rehearse songs for the winter holiday show.!</p> <p>Students will talk about their performance with each other and the teacher and also make changes to improve their performance.!</p> <p>!</p> <p><b>Present:</b> Students will perform the holiday songs, which will include their vocal and instrumental skills and also emphasizing expressive qualities in their singing.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students will discuss their personal interests and also why they prefer certain music selections over others in conjunction with the celebrations around the world for the holiday season.!</p> <p>!</p> <p><b>Analyze:</b> Students will talk about the various celebrations that are observed around the world for the holiday season, listen to the music and then sing those particular songs.!</p> <p>!</p> <p><b>Interpret:</b> Students will explore how dynamics and tempo are put into specific songs from around the world for the holiday season.!</p> <p>!</p> <p><b>Evaluate:</b> Students with directions from the teacher will discuss with each other and the teacher their personal and expressive preferences in music emphasizing celebrations from around the world for the holiday season.!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will talk about their new musical ideas with each other, demonstrate and discuss their preferences with songs and learn more about expressive qualities in music by performing a song for the class emphasizing celebrations from around the world for the holiday season.!</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance, will demonstrate their knowledge of musical contrasts, explore different musical contrasts, discuss their personal and expressive preferences in music and then put this together by performing a song for the class emphasizing celebrations from around the world for the holiday season.!</p> <p>!</p>

!

Kindergarten: Marking Period 3!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>Imagine:</b> Students will continue to learn and sing various types of music such as Number, Game and Color songs, which will include stepping, marching, clapping, echoing and musical instruments.! <b>Plan and Make:</b> Students will use their favorite musical ideas such as various body and hand movements, singing and musical instruments to accompany the Number, Game and Color songs.! <b>Evaluate and Refine:</b> Students will do a musical performance for the class and teacher, incorporating those themes and musical ideas, then discuss and critique the performance with the class and teacher. ! ! !	<b>Suggested Activities:!</b> <b>Interpret:</b> Students will listen to Number, Game and Color songs and expand their use of voice quality, dynamics and tempo.! <b>Rehearse, Evaluate, Refine:!</b> Students will practice songs using Number, Game and Color as themes and emphasizing voice quality, dynamics and tempo.! Students will then talk about their rehearsal with the teacher and class and how they can improve on it.! <b>Present:</b> Students will do a performance of Number, Game and Color songs, which will include their various vocal, music and instrumental skills especially emphasizing expression. ! !	<b>Suggested Activities:!</b> <b>Select:</b> Students will share their personal interest with the class and discuss why they prefer musical selections over others connected to Number, Game and Color songs.! <b>Analyze:</b> Students will expand their knowledge about how music has many contrasts, listen to Number, Game and Color songs and then sing them as a class.! <b>Interpret:</b> Students will analyze how musical qualities such as dynamics and tempo are connected to the themes of Number, Game and Color songs.! <b>Evaluate:</b> Students with the guidance of the teacher will talk about their personal and expressive interests in music connected to the themes of Number, Game and Color songs.!	<b>Suggested Activities:!</b> <b>Demonstrate:</b> Students with guidance will share their new musical ideas they have learned with each other, demonstrate their preferences with songs connected to Number, Game and Color songs and expand their knowledge of musical qualities such as vocal, dynamics and tempo by performing a song in conjunction with Number, Game and Color songs.! <b>Demonstrate:</b> Students with guidance will show their knowledge of musical contrasts, learn more about the various musical contrasts, talk about their own personal preferences in music and in turn put this all together by performing a song in conjunction with Number, Game and Color songs.!

!  
!

Kindergarten: Marking Period 4!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Students will be learning Multicultural Music such as from Africa, Mexico and China which will include stepping, marching, clapping, echoing, singing and playing instruments.!</p> <p>!</p> <p><b>Plan and Make:</b> Students will take their favorite musical ideas such as various body movements, singing and musical instruments to accompany the Multicultural songs.!</p> <p>Students with guidance from the teacher will be working on their own musical performance using the musical ideas listed above. !</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Interpret:</b> Students will listen to Music from Africa, Mexico and China emphasizing the use of voice quality, dynamics and tempo.!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:!</b></p> <p>Students will practice those songs from Africa, Mexico and China paying close attention to voice quality, dynamics and tempo.!</p> <p>Students will discuss their practice with the teacher and class finding out how they can make it better.!</p> <p>!</p> <p><b>Present:</b> Students will do a performance of those songs from Africa, Mexico and China incorporating their musical, singing and instrumental skills especially emphasizing musical expressions.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students with guidance from the teacher will share their own personal interests and also demonstrate why they prefer certain musical selections over others in conjunction with the music from Africa, Mexico and China.!</p> <p>!</p> <p><b>Analyze:</b> Students will enhance their knowledge and learn how music has different contrasts by listening to music from Africa, Mexico and China first and then singing those songs as a class.!</p> <p>!</p> <p><b>Interpret:</b> Students will discuss certain musical qualities such as dynamics, tempo, vocal and instruments are put together and used in the music from Africa, Mexico and China.!</p> <p>!</p> <p><b>Evaluate:</b> Students with guidance from the teacher will discuss as a class each other's personal interests they have and then also talk about their expressive preferences in music as they listen to music from Africa, Mexico and China.!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Demonstrate:</b> Students will discuss their new musical ideas with the class and teacher, talk about and demonstrate their preferences with songs from Africa, Mexico and China and enhance their knowledge of musical qualities such as vocal, dynamics, tempo and instruments by performing a song from Africa, Mexico or China.!</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will show their awareness of musical contrasts, will explore new musical contrasts such as vocal, dynamics, tempo, notes and instruments, discuss their personal preferences in music and then put everything together by performing a song from Africa, Mexico or China.!</p>

# First Grade

Children in First Grade will continue to explore song, dance and movement as they correspond to various genres of music. First graders will be introduced to the vocabulary associated with musical elements such as timbre, dynamics, and form. Students will develop an understanding of pitch and rhythmic patterns through improvisation as it supports the enhancement of other core academic subjects as well as the appreciation of art for art's sake.

**First Grade National Core Arts Standards !**

<i>Creating</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</li> <li>With limited guidance generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</li> <li>With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>With limited guidance, discuss and apply personal, peer, and teacher feedback in refining personal musical ideas.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</li> </ul>

# First Grade National Core Arts Standards !

Performing			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> <ul style="list-style-type: none"> <li>With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</li> </ul>
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> <ul style="list-style-type: none"> <li>With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</li> <li>When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</li> </ul>
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> <ul style="list-style-type: none"> <li>Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</li> </ul>
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> <ul style="list-style-type: none"> <li>With limited guidance, apply personal teacher and peer feedback to refine performances.</li> <li>With limited guidance, use suggested strategies in rehearsal address interpretive challenges of music.</li> </ul>
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> <ul style="list-style-type: none"> <li>With limited guidance, perform music for a specific purpose with expression.</li> <li>Perform appropriately for the audience and purpose.</li> </ul>

**First Grade National Core Arts Standards !**

<i>Responding</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7:</b> <i>Perceive and analyze artistic work</i>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> · With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> · With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for purpose.
<b>Standard 8:</b> <i>Interpret intent and meaning in artistic work</i>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> · With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
<b>Standard 9:</b> <i>Apply criteria to evaluate artistic work.</i>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> · With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.



# First Grade National Core Arts Standards !

Connecting			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</li> <li>With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</li> <li>Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</li> <li>With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</li> <li>With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</li> <li>With limited guidance, perform music for a specific purpose with expression.</li> <li>With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</li> <li>With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</li> </ul>



First Grade: Marking Period 1!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Students will listen to music and then echo sing, clap, echo rhythms from the teacher and play classroom instruments.!</p> <p>!</p> <p><b>Plan and Make:</b> Students will do one or more of these activities to accompany the song.!</p> <p>Students will practice the song for performance using the activities they chose to accompany themselves.!</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students will perform that song and in turn make changes to fine tune it as per the teacher and the class.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Interpret:</b> Students will listen to music and respond to different voice qualities, tempos, dynamics, notes and instruments.!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:!</b></p> <p>Students will rehearse a song and then be critiqued about their performance from the class.!</p> <p>Students will make changes as per the teacher and class with their performance.!</p> <p>!</p> <p><b>Present:</b> Students with guidance from the teacher will perform the song especially emphasizing forms of expression such as voice quality,, dynamics, tempo, notes and instruments being played in the song.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students will share with each other their personal interests in life and show why they like certain musical songs instead of others.!</p> <p>!</p> <p><b>Analyze:</b> Students will explore and expand their knowledge of various musical contrasts found in music. !</p> <p>!</p> <p><b>Interpret:</b> Students will explore different musical qualities such as voices, notes, rhythms, instruments and especially emphasize dynamics and tempo.!</p> <p>!</p> <p><b>Evaluate:</b> Students with guidance from the teacher will talk about their preferences in music and their expressive interests in music such as voices, dynamics, tempo, rhythms, notes and instruments.!</p> <p>!</p>	<p><b>Suggested Activities: !</b></p> <p>!</p> <p><b>Demonstrate:</b> Students will discuss amongst themselves and with the teacher their personal preferences of musical ideas, contrasts, expressions and songs and in turn get feedback from the students and teacher.!</p> <p>!</p> <p><b>Demonstrate:</b> Students will demonstrate their awareness of musical contrasts, expand their knowledge of musical contrasts, discuss their own personal and expressive preferences in music which will be summarized by getting feedback from the teacher and students.!</p> <p>!</p> <p>!</p>

!

First Grade: Marking Period 2!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Students will be singing a variety of songs and the students will be echo singing, clapping, echoing rhythms, using classroom instruments and identifying specific types of voices.!</p> <p>!</p> <p><b>Plan and Make:</b> Students will accompany those songs chosen by the teacher using multiple props from above which will show their progress.!</p> <p>Students will practice a song for a class performance using the props from above they choose to accompany the song.!</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students will perform that particular song using their chosen props from above and then with guidance from the teacher and students make changes to improve on the performance. !</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Interpret:</b> Students will listen to various styles of music and respond to voice qualities, range of voices, notes and their rhythms, instruments and especially dynamics and tempo.!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine: !</b></p> <p>Students will be practicing songs for the winter holiday show and then get feedback from the teacher and class.!</p> <p>Students with guidance from the teacher and students will make any necessary changes needed from their performance.!</p> <p>!</p> <p><b>Present:</b> Students will perform the holiday songs and include all their vocal and instrumental skills and especially emphasizing expressive qualities in their performance.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students will share their personal interests with each other and their musical preferences they have in conjunction with the celebrations around the world for the holiday season.!</p> <p>!</p> <p><b>Analyze:</b> Students will discuss the various celebrations around the world such as Hanukkah and Kwanzaa, listen to the music and sing those songs.!</p> <p>!</p> <p><b>Interpret:</b> Students will discuss the range of voices and various kinds of notes in the music plus talk about dynamics and tempo and how all that fits into the songs from around the world for the holiday season. !</p> <p>!</p> <p><b>Evaluate:</b> Students with some guidance from the teacher will share with each other their personal and expressive preferences in music connected to the celebrations from around the world for the holiday season.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will share their new musical ideas with each other, demonstrate and talk about the preferences they have with songs and in addition learn about expressive qualities in music by performing a song for the class and teacher emphasizing celebrations from around the world for the holiday season.!</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will explore and demonstrate their awareness of the different musical contrasts, explore new musical contrasts, share their own personal and expressive preferences in music and then put them together by performing a song for the class and teacher emphasizing celebrations from around the world for the holiday season.!</p>

!  
!

First Grade: Marking Period 3!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Students will continue to sing a variety of music such as Patriotic, African American and Animal songs that will include echo singing, echoing rhythms, clapping, range of voices, identifying voice quality and using classroom instruments.!</p> <p>!</p> <p><b>Plan and Make:</b> Students with guidance from the teacher will explore their favorite musical ideas like movements, voices and instruments to accompany the Patriotic, African American and Animal songs. Students will work on their own personal musical performance which will include guidance from the teacher and the musical ideas listed above.!</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students will then do a musical performance for the teacher and class which will include those musical ideas and then the performance will be critiqued by the class and teacher.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Interpret:</b> Students with guidance from the teacher will continue to listen to Patriotic, African American and Animal songs and especially explore voice quality, dynamics and tempo in those songs.!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:!</b></p> <p>Students with guidance from the teacher will practice Patriotic, African American and Animal songs and then discuss what they liked about their own performance with each other. Students will take feedback from the teacher, class and themselves and then refine the performance.!</p> <p>!</p> <p><b>Present:</b> Students with guidance from the teacher will perform Patriotic, African American and Animal songs using various musical expressions such as dynamics, tempo and classroom instruments.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students will talk about their personal interests and show why they prefer certain Patriotic, African American and Animal songs over others.!</p> <p>!</p> <p><b>Analyze:</b> Students with guidance from the teacher will explore musical contrasts that are in the Patriotic, African American and Animal songs.!</p> <p>!</p> <p><b>Interpret:</b> Students with guidance from the teacher will explore the musical expressive qualities in the Patriotic, African American and Animal songs emphasizing dynamics and tempo.!</p> <p>!</p> <p><b>Evaluate:</b> Students with guidance from the teacher will discuss their personal and expressive preferences in those Patriotic, African American and Animal songs.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will talk about their new musical ideas with each other, share the preferences they have with songs and learn about expressive qualities in music by performing a Patriotic, African American or Animal song for the teacher and class.!</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will discuss their own awareness of musical contrasts, expand their knowledge of musical contrasts, talk about their own personal preferences in music and then demonstrate this by performing a Patriotic, African American or Animal song for the teacher and class.!</p>

!

!

First Grade: Marking Period 4!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Students will be learning Action, Fruit and Spring songs which will incorporate echo singing, echoing rhythms, clapping, singing, dynamics, voice ranges, tempo and classroom instruments.!</p> <p><b>Plan and Make:</b> Students will accompany those Action, Fruit and Springs songs using multiple activities from above which in turn will show their progress.!</p> <p>Students will then practice those Action, Fruit and Spring songs using the multiple activities they have chosen to accompany the song Of their choice.!</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students will perform that particular Action, Fruit or Spring song using the activities they chose and then be critiqued by the teacher and class in order to improve their performance.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Interpret:</b> Students will listen to Action, Fruit and Spring songs and explore musical expressive qualities especially voice quality (range), dynamics (loud and soft) and tempo (fast or slow).!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine!</b></p> <p>Students with guidance from the teacher will be rehearsing an Action, Fruit or Spring song and then share with each other what they liked about the performance.!</p> <p>Students will take feedback from the teacher, class and themselves and then make adjustments on their performance.!</p> <p>!</p> <p><b>Present:</b> Students with guidance from the teacher will perform an Action, Fruit or Spring song emphasizing musical expressions such as voice range, voice quality, dynamics, tempo and classroom instruments.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students will share their own personal interests and also discuss why they prefer certain Action, Fruit and Spring songs over others.!</p> <p>!</p> <p><b>Analyze:</b> Students with guidance from the teacher will discuss various musical contrasts in Action, Fruit and Springs songs.!</p> <p>!</p> <p><b>Interpret:</b> Students with guidance from the teacher will discuss musical expressive qualities in Action, Fruit and Spring songs especially emphasizing dynamics and tempo.!</p> <p>!</p> <p><b>Evaluate:</b> Students with guidance from the teacher will share their personal and expressive preferences in music in conjunction with Action, Fruit and Spring songs.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will share their new musical ideas with each other, share their own personal preferences in songs and learn about music expressive qualities such as voice quality, dynamics and tempo by performing an Action, Fruit or Spring song for the class and teacher.!</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will share their own knowledge of musical contrasts, discuss various musical contrasts in music and demonstrate the two by performing an Action, Fruit or Spring song for the teacher and class.!</p>

!

!

# Second Grade

The Second Grade music program offers opportunities for children to enhance a more complex understanding of the basic elements of music. Students will be introduced to the instruments, their families and their inherent aesthetic value. Students will continue to develop skills that support the enhancements of other core academic subjects as well as the appreciation of art for art's sake.

**Second Grade National Core Arts Standards !**

<i>Creating</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>· Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</li> <li>· Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meters (such as duple and triple).</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>· Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</li> <li>· Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>· Interpret and apply personal, peer, and teacher feedback to revise personal music.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>· Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</li> </ul>

## Second Grade National Core Arts Standards !

Performing			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> <ul style="list-style-type: none"> <li>Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</li> </ul>
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> <ul style="list-style-type: none"> <li>Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</li> <li>When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</li> </ul>
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> <ul style="list-style-type: none"> <li>Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</li> </ul>
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> <ul style="list-style-type: none"> <li>Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</li> <li>Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.</li> </ul>
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	<p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<i>Present</i> <ul style="list-style-type: none"> <li>Perform music for a specific purpose with expression and technical accuracy.</li> <li>Perform appropriately for the audience and purpose.</li> </ul>



**Second Grade National Core Arts Standards !**

<i>Responding</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7:</b> <i>Perceive and analyze artistic work</i>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> · Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> · Describe how specific music concepts are used to support a specific purpose in music.
<b>Standard 8:</b> <i>Interpret intent and meaning in artistic work</i>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> · Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.
<b>Standard 9:</b> <i>Apply criteria to evaluate artistic work.</i>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> · Apply personal and expressive preferences in the evaluation of music for specific purposes.



**Second Grade National Core Arts Standards !**

<i>Connecting</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>· Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.</li> <li>· Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</li> <li>· Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</li> <li>· Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>· Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</li> <li>· Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</li> <li>· Perform music for a specific purpose with expression and technical accuracy.</li> <li>· Describe how specific music concepts are used to support a specific purpose in music.</li> <li>· Apply personal and expressive preferences in the evaluation of music for specific purposes.</li> </ul>

Second Grade: Marking Period 1!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Students will listen to music and do various rhythms (old and new), incorporate dynamics, listen for their names to be sung for attendance, sing a capella and use classroom instruments. !</p> <p><b>Plan and Make:</b> Students as a practice will do various activities from above to accompany the song.!</p> <p>Students will rehearse the song using the props they chose from above to accompany the songs.!</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students will do a performance of the song and then with guidance from the teacher and students make changes to improve their performance.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Interpret:</b> Students will listen to the music and explore expressive qualities in music especially voice, dynamics and tempo.!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:!</b></p> <p>Students with guidance will practice a song and then discuss what they liked about their performance.</p> <p>Students with guidance will take feedback from the teacher, class and themselves to refine their performance.!</p> <p>!</p> <p><b>Present:</b> Students with guidance will perform a song emphasizing musical expressions such as voice ranges, dynamics, tempos and instruments playing in the song.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students with guidance will be sharing their own personal interests and show the class and teacher why they prefer certain musical selections instead of others.!</p> <p>!</p> <p><b>Analyze:</b> Students with guidance will learn more about various musical contrasts that are found in music.!</p> <p>!</p> <p><b>Interpret:</b> Students with guidance will learn more about the different musical qualities such as rhythms, notes, singing a capella, using classroom instruments and especially dynamics and tempo.!</p> <p>!</p> <p><b>Evaluate:</b> Students with guidance will share their personal and expressive preferences in music such as voice quality, voice ranges, tempos, dynamics, notes, singing a capella and instruments.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will discuss their new musical ideas with peers, demonstrate their preferences for musical selections and explore expressiveness in music especially voice quality, dynamics and tempo by performing a song for the class.!</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will show their awareness of musical contrasts, explore new musical contrasts and discuss personal and expressive preferences in music by performing a song for the class and teacher.!</p>

!

Second Grade: Marking Period 2!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Imagine:</b> Students will sing a variety of songs and incorporate rhythms including a rhythm of the day, dynamics, singing a capella and using instruments. The teacher will also sing students names to take attendance.</p> <p>!</p> <p><b>Plan and Make:</b> Students will be accompanying those songs chosen by the teacher using various props from above which will be an indicator of their progress.!</p> <p>Students will then rehearse a song for a performance using the props they chose from above to accompany the song.</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students will be performing that song they chose using those props and by getting guidance from the teacher and students make any necessary changes to enhance their performance.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Interpret:</b> Students will be listening and singing a wide variety of music and respond to voice ranges, notes, a capella singing, various instruments and especially voice quality, dynamics and tempo.</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:!</b></p> <p>Students will begin practicing certain songs for the winter holiday show and in turn get feedback from the teacher and class.</p> <p>Students with guidance from the teacher and students will make the necessary changes needed to improve their performance.</p> <p><b>Present:</b> Students will perform the holiday songs including all their musical and instrumental skills and emphasizing expressive qualities in their performance.!</p> <p>!</p>	<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Select:</b> Students will state their personal interests and demonstrate why they prefer certain musical selections over others in conjunction with the different celebrations from around the world for the holiday season.</p> <p>!</p> <p><b>Analyze:</b> Students with guidance will explore the various celebrations from around the world for the holiday season such as Hanukkah and Kwanzaa, listen to the music and then sing the songs as a class.</p> <p>!</p> <p><b>Interpret:</b> Students will talk about voice quality, notes, a capella singing, instruments and especially dynamics and tempo and then explore how that all fits in together with multicultural celebration songs.</p> <p>!</p> <p><b>Evaluate:</b> Students with guidance from the teacher will talk about their personal and expressive preferences in music with each other and how it ties into the music connected to celebrations from around the world for the holiday season.!</p>	<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will be sharing their revised musical ideas with their peers, demonstrate and talk about their musical song preferences and explore the music expressive qualities such as voice quality, dynamics and tempo related to music about celebrations from around the world for the holiday season.</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will discuss and show their awareness of musical contrasts, then explore new musical contrasts in music and finally talk about their personal and expressive preferences of music in conjunction with songs from around the world celebrations for the holiday season. !</p>

!  
!

Second Grade: Marking Period 3!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Imagine:</b> Students will continue to sing a variety of music such as Animal, Color and Movement songs incorporating various rhythms, dynamics, instruments, singing a capella and also have their name sung by the teacher as a means of taking attendance.</p> <p>!</p> <p><b>Plan and Make:</b> Students with guidance from the teacher will rehearse various props from above to accompany those Animal, Color and Movement songs.!</p> <p>Students will practice the Animal, Color or Movement song using the props from above they had chosen to accompany the song.</p> <p><b>Evaluate and Refine:</b> Students with guidance from the teacher will then perform one of those Animal, Color or Movement songs using the props from above they practiced with and then be critiqued by the teacher and students on how to improve their performance.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Interpret:</b> Students with guidance from the teacher will continue to listen to Animal, Color and Movement songs concentrating on expressive qualities such as voices, dynamics and tempo.!</p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:!</b></p> <p>Students with guidance from the teacher will rehearse Animal, Color and Movement songs and then explore with each other what they liked about the performance.</p> <p>Students will then be getting feedback from the teacher and students plus include their own feedback on how to refine the performance.</p> <p><b>Present:</b> Students with guidance from the teacher will do a performance of Animal, Color and Movement songs using music expressions such as voice quality, dynamics, tempos, singing a capella and using classroom instruments.!</p> <p>!</p>	<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Select:</b> Students will share their personal interests and demonstrate why they prefer certain Animal, Color and Movement songs over others.</p> <p>!</p> <p><b>Analyze:</b> Students with guidance from the teacher will explore musical contrasts such as voices, rhythms, notes, tempos, a capella singing and the use of instruments in Animal, color and Movements songs.</p> <p>!</p> <p><b>Interpret:</b> students with guidance from the teacher discuss certain musical qualities such as the various types of dynamics and tempos found in the Animal, Color and Movement songs.</p> <p>!</p> <p><b>Evaluate:</b> Students with guidance from the teacher will discuss their expressive and personal preferences in music such as rhythms, a capella singing, voice quality and range, notes, tempos, dynamics and instruments found in the Animal, Color and Movement songs.!</p> <p>!</p>	<p><b>Suggested Activities:</b></p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance share their new musical ideas with each other, demonstrate and discuss their preferences for musical songs and also expand their knowledge of music expressive qualities like voice quality, dynamics and tempos connected to Animal, Color and Movement songs</p> <p>!</p> <p><b>Demonstrate:</b> Students with guidance will explore and demonstrate the awareness of musical contrasts they have, discuss new musical contrasts they have found in songs and then discuss their personal and expressive preferences in music related to Animal, Color and Movement songs.!</p>

!

Second Grade: Marking Period 4!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:</b> <b>!</b> <b>Imagine:</b> Students will sing Outdoor, Food and Planting songs, explore rhythms, dynamics, tempos, a capella singing, voice quality and range. <b>!</b> <b>Plan and Make:</b> Students will use various props from above to accompany those Outdoor, Food and Planting songs chosen by the teacher.! Students will practice a song to be performed using the props they chose from above to accompany connected to Outdoor, Food and Planting songs. <b>!</b> <b>Evaluate and Refine:</b> Students will then perform the song they have chosen using those props and with guidance from the teacher and students make the necessary changes to improve the performance connected to Outdoor, Food and Planting songs.!! <b>!</b> <b>!</b>	<b>Suggested Activities:</b> <b>!</b> <b>Interpret:</b> Students will be listening to and singing a wide variety of Outdoor, Food and Planting songs responding to voice ranges, notes, rhythms, a capella singing, instruments and emphasizing voice quality, dynamics and tempo.  <b>Rehearse, Evaluate, Refine:!</b> Students with guidance from the teacher will rehearse Outdoor, Food and Planting songs. Students with guidance from the teacher, class and each other will make adjustments to enhance their performance of Outdoor, food and Planting songs.  <b>Present:</b> Students with guidance will do a performance of a Animal, Color and Movement songs demonstrating musical expressions such as voice quality, voice range, a capella singing, dynamics, tempos, notes, rhythms and classroom instruments.!! <b>!</b>	<b>Suggested Activities:</b> <b>!</b> <b>Select:</b> Students with guidance will share the personal interests they with each other and the teacher and then demonstrate why they prefer certain Outdoor, Food and Planting songs instead of others. <b>!</b> <b>Analyze:</b> Students with guidance from the teacher explore the many musical contrasts found in Outdoor, Food and Planting songs. <b>!</b> <b>Interpret:</b> Students will explore all the musical expressive qualities in Outdoor, Food and Planting songs emphasizing various dynamics and tempos. <b>!</b> <b>Evaluate:</b> Students with guidance from the teacher explore their personal and expressive preferences in music such as voice quality and range, a capella singing, tempos, dynamics, rhythms and instruments being used in conjunction with Outdoor, Food and Planting songs.!! <b>!</b>	<b>Suggested Activities:</b> <b>!</b> <b>Demonstrate:</b> Students with guidance will share all their new musical ideas with the teacher and class, show and talk about their particular preferences of musical songs and finally explore music expressions such as voice quality, dynamics and tempos with relation to Outdoor, Food and Planting songs.  <b>Demonstrate:</b> Students with guidance will be exploring and demonstrating their awareness of various musical contrasts, learn about new musical contrasts in songs and discuss their own personal and expressive preferences in music which will be connected to Outdoor, Food and Planting songs.!!

!

!

# Third Grade

The music program offers opportunities for third graders to develop an understanding of more advanced melodies. An introduction to two-part singing provides an opportunity to develop the skills necessary for musicianship. Students explore musical elements through verbal and written responses. Third graders will be introduced to ensemble performance as a means of developing leadership and communication skills.

# Third Grade National Core Arts Standards !

Creating			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>· Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</li> <li>· Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>· Demonstrate selected musical ideas for a simple improvisation to express intent, and describe connection to a specific purpose or context.</li> <li>· Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>· Evaluate, refine and document revisions to personal musical ideas applying teacher-provided and collaboratively-developed criteria and feedback.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>· Present the final version of personal created music to others, and describe connection to expressive intent.</li> </ul>



# Third Grade National Core Arts Standards !

Performing			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> <ul style="list-style-type: none"> <li>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context.</li> </ul>
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> <ul style="list-style-type: none"> <li>Demonstrate understanding of the structure in music selected for performance.</li> <li>When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</li> <li>Describe how context (such as social and cultural) can inform a performance.</li> </ul>
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> <ul style="list-style-type: none"> <li>Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</li> </ul>
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> <ul style="list-style-type: none"> <li>Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</li> <li>Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</li> </ul>
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> <ul style="list-style-type: none"> <li>Perform music with expression and technical accuracy.</li> <li>Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</li> </ul>



# Third Grade National Core Arts Standards !

Responding			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7: Perceive and analyze artistic work</b>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> · Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences or purposes.
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> · Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
<b>Standard 8: Interpret intent and meaning in artistic work</b>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> · Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
<b>Standard 9: Apply criteria to evaluate artistic work.</b>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> · Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

# Third Grade National Core Arts Standards !

Connecting			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>· Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</li> <li>· Present the final version of created music for others, and describe connection to expressive intent.</li> <li>· Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context.</li> <li>· Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</li> <li>· Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>· Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social).</li> <li>· Describe how context (such as personal and social) can inform a performance.</li> <li>· Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</li> <li>· Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal or social).</li> <li>· Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</li> </ul>

Third Grade: Marking Period 1!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>!</b> <b>Imagine:</b> Students will partake in a drum circle using improvised and rehearsed rhythmic patterns. Students will discuss the cultural significance to the drum circle. ! <b>!</b> <b>Plan and Make:</b> Students will perform on classroom instruments from written notation (iconic or standard), Students will then compose using written notation. ! <b>!</b> <b>Evaluate and Refine:</b> Students will rehearse compositions and make edits to their notation. ! <b>!</b> <b>Present:</b> Students will present compositions for class. ! <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Analyze:</b> Using shapes and colors, students will analyze and identify form in music. ! <b>!</b> <b>Rehearse, Evaluate, Refine:</b> Students will sing through a song while teacher records. Students will rehearse the song. After refining, teacher will record the finished product. Students will listen to the before and after recordings and discuss the improvements. ! <b>!</b> <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Analyze &amp; Interpret:</b> Students will listen to a piece of music and discuss how various elements made them feel. Teacher will lead discussion: How did you feel during the accelerando? How does the range of the melody affect the message?! <b>!</b> <b>Evaluate:</b> Students will observe performances (live and through recordings) of various genres and styles of music. Students will critique each performance and defend their critiques. ! <b>!</b> <b>!</b> <b>!</b>	

!  
!  
!

# Fourth Grade

The music program offers opportunities for development for fine and gross motor skills. Emphasis is placed on the cultural aspects of the performing arts, connecting students' communities to the world around them. Students will begin to develop compositional skills as a means of expressing ideas and emotions.

**Fourth Grade National Core Arts Standards !**

<i>Creating</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>· Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purposes and context (such as social and cultural).</li> <li>· Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>· Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent and explain connection to purpose and context.</li> <li>· Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>· Evaluate, refine and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>· Present the final version of personal created music to others, and explain connection to expressive intent.</li> </ul>

# Fourth Grade National Core Arts Standards !

Performing			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> <ul style="list-style-type: none"> <li>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.<sup>3</sup></li> </ul>
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> <ul style="list-style-type: none"> <li>Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</li> <li>When analyzing selected music, read and perform using iconic and/or standard notation.</li> <li>Explain how context (such as cultural and social) informs a performance.</li> </ul>
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> <ul style="list-style-type: none"> <li>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo and timbre).</li> </ul>
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> <ul style="list-style-type: none"> <li>Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</li> <li>Rehearse to refine technical accuracy and expressive qualities and address performance challenges.</li> </ul>
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> <ul style="list-style-type: none"> <li>Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation.</li> <li>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</li> </ul>

**Fourth Grade National Core Arts Standards !**

<i>Responding</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7:</b> <i>Perceive and analyze artistic work</i>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> · Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> · Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).
<b>Standard 8:</b> <i>Interpret intent and meaning in artistic work</i>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> · Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
<b>Standard 9:</b> <i>Apply criteria to evaluate artistic work.</i>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> · Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

# Fourth Grade National Core Arts Standards !

Connecting			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>· Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent and explain connection to purpose and context.</li> <li>· Present the final version of created music for others and explain connection to expressive intent.</li> <li>· Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</li> <li>· Demonstrate and explain how intent is conveyed through interpretive decision and expressive qualities (such as dynamics, tempo and timbre).</li> <li>· Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>· Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</li> <li>· Explain how context (such as social and cultural) informs a performance.</li> <li>· Demonstrate performance decorum and audience etiquette appropriate for the context, venue and genre.</li> <li>· Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural.)</li> <li>· Evaluate musical works and performances, applying established criteria and explain appropriateness to the context.</li> </ul>



Fourth Grade!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Imagine:</b> Using Orff (and other classroom) instruments, students will improvise accompaniments to class songs using specific rhythmic patterns within a specified key. !</p> <p>!</p> <p><b>Plan and Make:</b> Using recorders, xylophones, boomwhackers, and other classroom instruments, students learn short melodic and rhythmic phrases while reading standard notation. !</p> <p>!</p> <p><b>Evaluate and Refine:</b> Students apply newly learned phrases and patterns to improvised accompaniments for classroom songs. Students record and evaluate their musical choices. !</p> <p>!</p> <p><b>Present:</b> Students perform their accompaniments for the class.!</p> <p>!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students will review several samples of musical programs and attempt to identify the theme of the concert. !</p> <p>!</p> <p><b>Analyze:</b> Students will create musical listening maps to help navigate through a piece of classical music. !</p> <p>!</p> <p><b>Interpret:</b> Students will answer the following questions in regards to a piece of music: How does slowing down the tempo affect the music? How does making the music louder or softer affect the music? What would happen if you played this piece on a different instrument?! </p> <p>!</p> <p><b>Rehearse, Evaluate, Refine:</b> Students will compose an accompaniment to a classroom song to be performed for the class. !</p> <p>!</p> <p><b>Present:</b> Students will perform the song with accompaniment for the class. Class will critique performance using a teacher-provided rubric.!</p> <p>!</p>	<p><b>Suggested Activities:!</b></p> <p>!</p> <p><b>Select:</b> Students select songs to sing during class. In determining the songs to be sung that day, discuss the reasoning for making each selection. !</p> <p>!</p> <p><b>Analyze:</b> Students listen to two or more contrasting pieces from different cultures. Students will identify the instruments used, describe their timbre and explain how the pieces might sound different if they were played by musicians from a different culture. !</p> <p>!</p> <p><b>Interpret &amp; Evaluate:</b> Students will observe performances (live and through recordings) of various genres and styles of music. Students will critique each performance and defend their critiques. !</p> <p>!</p> <p>!</p>	

# Fifth Grade

The goal of the Fifth Grade music program is to enhance musical literacy and active listening skills with an emphasis placed on developing an aesthetic response to various cultures and historical periods. Students will continue to develop compositional and improvisational skills as a means of expressing ideas and emotions as they relate to the world around them.

## Fifth Grade National Core Arts Standards !

Creating			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>· Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</li> <li>· Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>· Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent and explain connection to purpose and context.</li> <li>· Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>· Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>· Present the final version of personal created music to other that demonstrates craftsmanship, and explain connection to expressive intent.</li> </ul>

**Fifth Grade National Core Arts Standards !**

<i>Performing</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> · Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> · Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. · When analyzing selected music, read and perform using standard notation. · Explain how context (such as social, cultural and historical) informs performances.
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> · Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> · Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. · Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> · Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation. · Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre and style.

**Fifth Grade National Core Arts Standards !**

<i>Responding</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7: Perceive and analyze artistic work</b>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> · Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> · Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
<b>Standard 8: Interpret intent and meaning in artistic work</b>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> · Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.
<b>Standard 9: Apply criteria to evaluate artistic work.</b>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> · Evaluate the musical works and performances, applying established criteria, and explain the appropriateness to the context, citing evidence from the elements of music.

**Fifth Grade National Core Arts Standards !**

<i>Connecting</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>· Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent and explain connection to purpose and context.</li> <li>· Present the final version of personal created music to other that demonstrates craftsmanship, and explain connection to expressive intent.</li> <li>· Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</li> <li>· Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</li> <li>· Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>· Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</li> <li>· Explain how context (such as social, cultural and historical) informs performances.</li> <li>· Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre and style.</li> <li>· Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</li> <li>· Evaluate the musical works and performances, applying established criteria, and explain the appropriateness to the context, citing evidence from the elements of music.</li> </ul>

!  
!

Fifth Grade!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>Imagine:</b> Using Orff instruments and/or recording technology, students will create a harmonic progression and improvise over it. ! <b>Plan and Make:</b> Students will notate (using iconic or standard notation) short melodic and harmonic phrases to play on Orff instrument using the tonic and dominant chords. ! <b>Evaluate and Refine:</b> Students will perform from notation for the teacher. Afterwards the teacher will critique and students will edit their phrases.! <b>Present:</b> Students will present final versions of phrases in a class performance. !	<b>Suggested Activities:!</b> <b>Analyze:</b> Students will demonstrate ability to read standard notation through performance on classroom instruments or through written assessments. ! <b>Rehearse, Evaluate, Refine:</b> Students will observe performances of a middle school, high school, college, and professional ensemble. Students will discuss the differences (repertoire, instrumentation, technical ability, conducting, etc.) in the performance of each ensemble. ! !	<b>Suggested Activities:!</b> <b>Select:</b> Discuss students' favorite styles of music. Students explain why they like and dislike various genres. ! <b>Analyze:</b> Students discuss popular music from around the world. Students use a journal to answer the questions: What do you think people from other cultures think of American pop music? Why do you think that is?! <b>Interpret:</b> Using voice and classroom instruments, students will choose a feeling, scene, or action that they must convey using sound without words. ! <b>Evaluate:</b> Students will evaluate their peers to determine the effectiveness of their interpretation by using a class-made rubric. !	

# Sixth Grade

The goal of the Sixth Grade music program is for students to understand and apply the elements and principles of music in more complex compositions. Students continue to build upon prior knowledge while gaining independence in various types of ensembles.



## Sixth Grade National Core Arts Standards !

<i>Creating</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>Generate simple, rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent.</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending and convey expressive intent.</li> <li>Use standard and/or iconic notation and/or audio/visual recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</li> <li>Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</li> </ul>

**Sixth Grade National Core Arts Standards !**

<i>Performing</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> · Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> · Explain how understanding the structure and the elements of music are used in music selected for performance. · When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. · Identify how cultural and historical context inform performances.
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> · Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> · Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical, accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> · Perform the music with technical accuracy to convey the creator's intent. · Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

**Sixth Grade National Core Arts Standards !**

<i>Responding</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7: Perceive and analyze artistic work</b>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> <ul style="list-style-type: none"> <li>Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</li> </ul>
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> <ul style="list-style-type: none"> <li>Describe how the elements of music and expressive qualities relate to the structure of the pieces.</li> <li>Identify the context of music from a variety of genres, cultures, and historical periods.</li> </ul>
<b>Standard 8: Interpret intent and meaning in artistic work</b>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> <ul style="list-style-type: none"> <li>Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</li> </ul>
<b>Standard 9: Apply criteria to evaluate artistic work.</b>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> <ul style="list-style-type: none"> <li>Apply teacher-provided criteria to evaluate musical works or performances.</li> </ul>

## Sixth Grade National Core Arts Standards !

Connecting			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>· Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending and convey expressive intent.</li> <li>· Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</li> <li>· Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</li> <li>· Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</li> <li>· Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>· Generate simple, rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent.</li> <li>· Identify how cultural and historical context inform performances.</li> <li>· Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</li> <li>· Identify the context of music from a variety of genres, cultures, and historical periods.</li> <li>· Apply teacher-provided criteria to evaluate musical works or performances.</li> </ul>

!

Sixth Grade!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities:!</b> <b>Imagine:</b> Using classroom instruments, students will perform a call and response. Students will also perform several short rhythm jams in AB and ABA form. ! <b>Plan and Make:</b> During the call and response, students will notate various rhythms heard/performed for later use. ! <b>Evaluate and Refine:</b> In groups, students will use rhythms notated during the call and response and create an original composition from those rhythms. ! <b>Present:</b> Students will perform their piece for the class. !	<b>Suggested Activities:!</b> <b>Select:</b> Students choose from several holidays/special events provided by the teacher. Students then choose three pieces to be performed at their event. ! <b>Interpret:</b> Students will perform one of their three pieces selected for their event for the teacher. ! <b>Rehearse, Evaluate, Refine:</b> Students will evaluate their performance for the class and apply peer/teacher critiques to their performance. ! <b>Present:</b> Students will perform their final product for the class. Class will critique performance using a teacher provided rubric. !	<b>Suggested Activities:!</b> <b>Select:</b> Students choose a song and write about/discuss a specific memory attached to the song. ! <b>Analyze:</b> Discuss how the elements of music affect the content and meaning of the song. ! <b>Interpret:</b> Students listen to a short excerpt and describe what they think the composer was thinking when they composed the piece. !	

!

!

# Seventh Grade

The goal of the Seventh Grade music program is for students to gain an understanding and respect of music in relation to history and world cultures. Students will take part in the exploration of contemporary music and the influence of technological advances.

**Seventh Grade National Core Arts Standards !**

<i>Creating</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variations forms that convey expressive intent.</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</li> <li>Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</li> <li>Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate utility and variety, and convey expressive intent.</li> </ul>

**Seventh Grade National Core Arts Standards !**

<i>Performing</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> · Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choice.
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> · Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. · When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form. · Identify how cultural and historical context inform performances and result in different music interpretations.
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> · Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing) convey intent.
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> · Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> · Perform the music with technical accuracy and stylistic expression to convey the creator's intent. · Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose and context.



**Seventh Grade National Core Arts Standards !**

<i>Responding</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7: Perceive and analyze artistic work</b>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> · Select or choose contrasting music to listen to and compare the connections to specific interests or experience for a specific purpose.
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> · Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. · Identify and compare the context of music from a variety of genres, cultures and historical periods.
<b>Standard 8: Interpret intent and meaning in artistic work</b>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> · Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities within genres, cultures, and historical periods convey expressive intent.
<b>Standard 9: Apply criteria to evaluate artistic work.</b>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> · Select from teacher-provided criteria to evaluate musical works or performances.

**Seventh Grade National Core Arts Standards !**

Connecting			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>· Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</li> <li>· Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate utility and variety, and convey expressive intent.</li> <li>· Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choice.</li> <li>· Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing) convey intent.</li> <li>· Select or choose contrasting music to listen to and compare the connections to specific interests or experience for a specific purpose.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>· Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variations forms that convey expressive intent.</li> <li>· Identify how cultural and historical context inform performances and result in different music interpretations.</li> <li>· Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose and context.</li> <li>· Identify and compare the context of music from a variety of genres, cultures and historical periods.</li> <li>· Select from teacher-provided criteria to evaluate musical works or performances.</li> </ul>

Seventh Grade!			
Creating!	Performing!	Responding!	Connecting!
<b>Standard 1:</b> Generate and conceptualize artistic ideas and work.! <b>Standard 2:</b> Organize and develop artistic ideas and work.! <b>Standard 3:</b> Refine and complete artistic work!	<b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.! <b>Standard 5:</b> Develop and refine artistic techniques and work for presentation! <b>Standard 6:</b> Convey meaning through the presentation of artistic work.!	<b>Standard 7:</b> Perceive and analyze artistic work! <b>Standard 8:</b> Interpret intent and meaning in artistic work.! <b>Standard 9:</b> Apply criteria to evaluate artistic work.!	<b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.! <b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!
<b>Suggested Activities: !</b> <b>!</b> <b>Imagine:</b> Using classroom instruments and recording technology, students create a rhythmic chord progression and improvise over it. ! <b>!</b> <b>Plan and Make:</b> Using classroom instruments, recording technology and/or notation software, students create a theme and variations piece in any style they choose. ! <b>!</b> <b>Evaluate and Refine:</b> Students self-evaluate their theme and variations pieces with a teacher provided rubric. Students make necessary changes to their pieces. ! <b>!</b> <b>Present:</b> Students present their theme and variations to the class. Class participants evaluate the piece with a teacher provided rubric. ! <b>!</b> <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Interpret:</b> Using classroom instruments, voice, and recording technology, students will select and perform musical pieces for the class. ! <b>!</b> <b>Rehearse, Evaluate, Refine:</b> Students will rehearse a piece of music to be performed at the school's Holiday Show. Teacher will record student rehearsals for them to listen, watch and evaluate. ! <b>!</b> <b>Present:</b> Students will perform their piece for parents and peers. ! <b>!</b>	<b>Suggested Activities:!</b> <b>!</b> <b>Select:</b> Students will select a continent and listen to examples of ethnic music from that continent. Students will compare and contrast their researched styles of music to their own preferred styles of music. ! <b>!</b> <b>Analyze:</b> Students will classify music into genres and compare the relationships between the selected pieces. For Example: Compare Indian Raga and Indonesian Gamelan. Are they similar? How so? Are there any Western styles or Popular styles that could be compared to them?! <b>!</b> <b>Interpret:</b> Students will maintain a listening journal. Teacher will provide listening examples for students to observe, analyze and interpret. ! <b>!</b> <b>Evaluate:</b> Students will write a review of a musical performance. In their review they will discuss Orchestration, Performance level, The Elements of Music, and personal opinions about the piece. ! <b>!</b> <b>!</b>	

# Eighth Grade

The goal of the Eighth Grade music program is for students to develop formal critique skills utilizing proper musical vocabulary. Students will explore the use of technology and career opportunities within the performing arts.

## Eighth Grade National Core Arts Standards !

Creating			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 1:</b> <i>Generate and conceptualize artistic ideas and work.</i>	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	<i>Imagine</i> <ul style="list-style-type: none"> <li>Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</li> </ul>
<b>Standard 2:</b> <i>Organize and develop artistic ideas and work</i>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	<i>Plan and Make</i> <ul style="list-style-type: none"> <li>Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</li> <li>Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</li> </ul>
<b>Standard 3:</b> <i>Refine and complete artistic work</i>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	<i>Evaluate and Refine</i> <ul style="list-style-type: none"> <li>Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style and form and use of sound sources.</li> <li>Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</li> </ul>
	Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	<i>Present</i> <ul style="list-style-type: none"> <li>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship, and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</li> </ul>

# Eighth Grade National Core Arts Standards !

Performing			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 4:</b> <i>Select, analyze and interpret artistic work for presentation.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	<i>Select</i> · Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities technical challenges and reasons for choices.
	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	<i>Analyze</i> · Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. · When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. · Identify how cultural and historical context inform performances and result in different musical effects.
	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	<i>Interpret</i> · Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).
<b>Standard 5:</b> <i>Develop and refine artistic techniques and work for presentation</i>	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and application of appropriate criteria.	How do musicians improve the quality of their performance?	<i>Rehearse, Evaluate, and Refine</i> · Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine and determine when the music is ready to perform.
<b>Standard 6:</b> <i>Convey meaning through the presentation of artistic work.</i>	Musicians judge performance based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	<i>Present</i> · Perform the music with technical accuracy, stylistic, expression, and culturally authentic practices in music to convey the creator's intent. · Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

# **Eighth Grade National Core Arts Standards !**

<i>Responding</i>			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 7:</b> <i>Perceive and analyze artistic work</i>	Individuals' selection of musical works is influenced by their interests, experiences, understanding and purposes.	How do individuals choose music to experience?	<i>Select</i> <ul style="list-style-type: none"> <li>Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</li> </ul>
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<i>Analyze</i> <ul style="list-style-type: none"> <li>Compare how the elements of music and expressive qualities relate to the structure within programs of music.</li> <li>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</li> </ul>
<b>Standard 8:</b> <i>Interpret intent and meaning in artistic work</i>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	<i>Interpret</i> <ul style="list-style-type: none"> <li>Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent.</li> </ul>
<b>Standard 9:</b> <i>Apply criteria to evaluate artistic work.</i>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	<i>Evaluate</i> <ul style="list-style-type: none"> <li>Apply appropriate personally-developed criteria to evaluate musical works or performances.</li> </ul>

## Eighth Grade National Core Arts Standards !

Connecting			
Standard	Enduring Understandings	Essential Questions	Objectives
<b>Standard 10:</b> <i>Synthesize and relate knowledge and personal experiences to make art.</i>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ul style="list-style-type: none"> <li>· Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</li> <li>· Present the final version of their documented personal composition, song, or arrangement, using craftsmanship, and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</li> <li>· Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities technical challenges and reasons for choices.</li> <li>· Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</li> <li>· Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</li> </ul>
<b>Standard 11:</b> <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<p>Demonstrate understand of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> <li>· Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</li> <li>· Identify how cultural and historical context inform performances and result in different musical effects.</li> <li>· Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</li> <li>· Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</li> <li>· Apply appropriate personally-developed criteria to evaluate musical works or performances.</li> </ul>



Eighth Grade!			
Creating!	Performing!	Responding!	Connecting!
<p><b>Standard 1:</b> Generate and conceptualize artistic ideas and work.!</p> <p><b>Standard 2:</b> Organize and develop artistic ideas and work.!</p> <p><b>Standard 3:</b> Refine and complete artistic work.!</p>	<p><b>Standard 4:</b> Select, analyze and interpret artistic work for presentation.!</p> <p><b>Standard 5:</b> Develop and refine artistic techniques and work for presentation.!</p> <p><b>Standard 6:</b> Convey meaning through the presentation of artistic work.!</p>	<p><b>Standard 7:</b> Perceive and analyze artistic work.!</p> <p><b>Standard 8:</b> Interpret intent and meaning in artistic work.!</p> <p><b>Standard 9:</b> Apply criteria to evaluate artistic work.!</p>	<p><b>Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.!</p> <p><b>Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.!</p>
<p><b>Suggested Activities: !</b></p> <p>! <b>Imagine:</b> Using audio/visual recording equipment, students create rhythmic and melodic sequences.!</p> <p>! <b>Plan and Make:</b> Using student recordings, students organize sequences into an extended musical work. Students document planning process using iconic (or standard) notation. !</p> <p>! <b>Evaluate and Refine:</b> Students grade their musical piece using a teacher provided rubric and defend their evaluation to the teacher in writing. !</p> <p>! <b>Present:</b> Students present their projects to the class. The class evaluates the presentation with the same rubric. !</p> <p>!</p>	<p><b>Suggested Activities: !</b></p> <p>! <b>Select:</b> Students create a program for their own concert. Students may select their own theme. Their program must include the date, the selections, the type of ensemble and the venue of the performance. !</p> <p>! <b>Analyze:</b> Students review songs for an upcoming Veterans' Day assembly. Students discuss appropriateness of songs and offer suggestions for possible edits. Students defend their position for their selections. !</p> <p>! <b>Interpret:</b> Students perform a song (in groups or alone, with instruments or without) of their choosing for the class. Students must make one interpretive decision for their piece and explain the decision to the class.!</p> <p>! <b>Rehearse, Evaluate, Refine:</b> Using classroom instruments and voice, students prepare a piece of music to perform for a schoolwide assembly.!</p> <p>! <b>Present:</b> Students perform their piece while demonstrating decorum and professionalism. !</p> <p>!</p>	<p><b>Suggested Activities: !</b></p> <p>! <b>Select:</b> Students create a timeline of 10 life events and choose music to accompany each event. !</p> <p>! <b>Analyze:</b> Students will listen to several pieces of music from different time periods and identify defining characteristics for each period including instrumentation, form, and harmonic structure. !</p> <p>! <b>Interpret:</b> Students listen to two contrasting versions of the same piece. Students discuss the differences between the two pieces and what changes they would make to both. !</p> <p>! <b>Evaluate:</b> Students create a rubric for evaluating a musical performance as a class. Teacher provides listening examples of various genres and ensembles. Students evaluate performances and discuss. !</p> <p>! ! ! !</p>	

# New Jersey Pre-Kindergarten Standards

## VISUAL & PERFORMING ARTS

### Introduction

The creative arts are children's first language, used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning such as initiative, curiosity, engagement, persistence, reasoning, and problem-solving are reinforced through concrete, hands-on, individualized, and group learning experiences.

Environments that stimulate creativity through visual art, music, dramatic play, and creative movement and dance support all aspects of development and learning. In many instances, creative arts in the preschool classroom are inextricably linked to other curriculum areas and can be used as a strategy for learning about local communities, different cultures, and other content. When integrated in a developmentally appropriate way, the creative arts promote memory, cognition, observation, inquiry, and reflection. The arts also help children appreciate beauty in the environment, in their everyday world, and in works of art.

Sometimes feelings or understandings that cannot be expressed well in words can be well expressed through the arts. It is vitally important to provide children with the materials and time necessary to explore, experiment, and create in their own way throughout the day, integrating the arts into all domains and subject areas. Providing children with the freedom to create does not preclude the teacher from supporting children's artistic development by using strategies such as describing, modeling, and providing feedback to scaffold their learning. The teacher should be knowledgeable about artistic traditions of different cultures and should integrate aspects of such cultures throughout the classroom environment and activities.

There are four preschool visual and performing arts standards:

- Standard 1.1:** Children express themselves through and develop an appreciation of creative movement and dance.
- Standard 1.2:** Children express themselves through and develop an appreciation of music.
- Standard 1.3:** Children express themselves through and develop an appreciation of dramatic play and storytelling.
- Standard 1.4:** Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

**Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.**

***Preschool Teaching Practices***

Effective preschool teachers:

- Provide opportunities for children to participate in both structured and unstructured dance/movement activities that help build motor control and body relationships and that strengthen self-regulation and memory (e.g., provide music and props and encourage children to make up their own dance movements, play musical “freeze” and other games).
- Participate in all movement and dance activities with the children.
- Model different dance movements (e.g., twist, bend, leap, slide).
- Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch).
- Provide opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.
- Observe and encourage children’s approaches to learning dance and movement.
- Provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap, and others).

***Preschool Learning Outcomes***

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.1.1	Move the body in a variety of ways, with and without music.	1.3.P.A.1
1.1.2	Respond to changes in tempo and a variety of musical rhythms through body movement.	1.3.P.A.2
1.1.3	Participate in simple sequences of movements.	1.3.P.A.3
1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.	1.3.P.A.4
1.1.5	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	1.3.P.A.5

1.1.6	Use movement/dance to convey meaning around a theme or to show feelings.	1.3.P.A.6
1.1.7	Describe feelings and reactions in response to a creative movement/dance performance.	1.4.P.A.1
1.1.8	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	1.4.P.A.5

**Standard 1.2: Children express themselves through and develop an appreciation of music.**

***Preschool Teaching Practices***

Effective preschool teachers:

- Provide opportunities for children to play musical instruments (e.g., flute, triangle, drums, maracas, instruments from other cultures, homemade instruments) in their own way.
- Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments).
- Use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody).
- Connect music to curriculum themes, other subject areas, and domains throughout the day.
- Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres (e.g., classical, jazz, rock, reggae, rap).
- Provide opportunities for children to experience musical recordings and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Observe and encourage children's approaches to playing instruments.
- Incorporate music and singing throughout the day, including during transitions (e.g., rhymes, steady beats, chanting songs such as Miss Mary Mack).
- Intentionally plan for daily musical experiences that encourage children to experiment with songs and musical instruments during free play and group activities.

***Preschool Learning Outcomes***

Children will:

<b>Preschool Number</b>	<b>Preschool Indicator</b>	<b>P-12 Database Number</b>
1.2.1	Sing a variety of songs with expression, independently and with others.	1.3.P.B.1
1.2.2	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	1.3.P.B.2
1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	1.3.P.B.3
1.2.4	Listen to, imitate, and improvise sounds, patterns, or songs.	1.3.P.B.4
1.2.5	Participate in and listen to music from a variety of cultures and times.	1.3.P.B.5
1.2.6	Recognize and name a variety of music elements using appropriate music vocabulary.	1.3.P.B.6
1.2.7	Describe feelings and reactions in response to diverse musical genres and styles.	1.4.P.A.2
1.2.8	Begin to demonstrate appropriate audience skills during recordings and music performances.	1.4.P.A.6

**Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.**

***Preschool Teaching Practices***

Effective preschool teachers:

- Provide props and materials that promote children's active participation in dramatic play and storytelling (e.g., dress-up clothes, objects from different cultures, storybooks, flannel boards, puppets), and rotate them on a regular basis by theme.
- Create a dramatic play area that is clearly defined, with space to play and for organized storage.
- Provide a variety of locations, indoors and outdoors, and times throughout the day for children to engage in dramatic play and storytelling in their own way (e.g., reenact a story during circle time, in the block area, or during outside time).
- Schedule daily dramatic play experiences during free play and group activities.

- Join in dramatic play to promote the development of cooperation and self-regulation skills, such as managing emotions, focusing attention, solving problems, and developing empathy.
- Encourage children to sustain and extend play by providing ideas for more complex roles (e.g., scaffold children’s ideas about playing ‘restaurant’ by suggesting that everyone in the restaurant has an important job to do).
- Expose children to stories from multiple cultures (e.g., at circle time, informally, during choice times) and provide props to represent diversity.
- Connect dramatic play to curriculum themes, content areas, and domains, and use stories and field trips to enrich play.
- Observe and encourage children’s approaches to engagement in dramatic play.
- Provide opportunities for children to experience storytelling and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.

### ***Preschool Learning Outcomes***

Children will:

<b>Preschool Number</b>	<b>Preschool Indicator</b>	<b>P-12 Database Number</b>
1.3.1	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	1.3.P.C.1
1.3.2	Use memory, imagination, creativity, and language to make up new roles and act them out.	1.3.P.C.2
1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	1.3.P.C.3
1.3.4	Differentiate between fantasy/pretend play and real events.	1.3.P.C.4
1.3.5	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	1.3.P.C.5
1.3.6	Participate in and listen to stories and dramatic performances from a variety of cultures and times.	1.3.P.C.6
1.3.7	Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	1.4.P.A.3
1.3.8	Begin to demonstrate appropriate audience skills during storytelling and performances.	1.4.P.A.7

**Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).*****Preschool Teaching Practices***

Effective preschool teachers:

- Provide children with access to a variety of developmentally appropriate art materials (e.g., crayons, paint, clay) and emphasize open-ended, process-oriented activities (e.g., the teacher provides children with watercolor paints, paper, and brushes and encourages them to paint rather than to all make a dinosaur puppet with the same materials).
- Plan art activities that extend children's understanding of art techniques and art media (e.g., demonstrate how to roll a coil out of clay or how to use the side of a crayon to make a rubbing).
- Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations (not just during teacher-directed large-group time).
- Facilitate firsthand experiences that encourage children to develop art concepts and art expression (e.g., going outside to observe and draw a tree during each season).
- Extend children's use of art tools by asking questions during activities (e.g., when a child is using a marker to create squiggly lines, "What other kinds of lines can you invent?").
- Use children's work as a springboard to explore and discuss concepts individually and in small groups (e.g., highlighting patterns, helping children problem-solve how to modify a sculpture so that it stands up).
- Help a child who is stuck break a task into steps (e.g., if the child says, "I don't know how to draw a puppy," ask, "What part would you like to start with first? The head? The body?" and then guide the child with an appropriate shape).
- Develop a visual reference library (e.g., photos, museum postcards and prints, books, calendar art, Websites, videos) or provide actual objects that children can refer to for more accurate representation (and as a way to avoid imposing adult solutions on or drawing for the child).
- Make specific, nonjudgmental observations about the qualities of children's work (e.g., "I see you used long, thin lines for the leaves in your painting." instead of "I like the pink flower you painted; it's pretty.").
- Observe and encourage children's approaches to learning during the process of creation, including initiative, curiosity, problem-solving, and especially persistence (e.g., "You worked so carefully for a long time to figure out how to make a print without smearing the paint.").
- Connect the visual arts to curriculum themes, other content areas, and domains, including fine-motor skills and eye-hand coordination.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers).



- Create an environment that is conducive to creativity by rotating and introducing new materials regularly, making materials easily accessible, keeping them organized, and minimizing commercially purchased decorations.
- Display children’s artwork at eye level, accompanied by children’s explanations about their work.
- Change displays frequently, allowing children to choose artwork for display in the classroom, in the school, or for a project (e.g., a personal book, a class book, or a portfolio).
- Encourage children to react to works of art and to reflect on art experiences (e.g., by encouraging a variety of responses to questions such as, “How many things can you think of that are made from clay?” or “What shapes do you see in this painting?”).
- Provide storage space for art projects that children work on over time so that they can revisit and reflect on their work, and if desired, revise or make changes.
- Model the safe and appropriate use and care of art materials and tools.

### ***Preschool Learning Outcomes***

Children will:

<b>Preschool Number</b>	<b>Preschool Indicator</b>	<b>P-12 Database Number</b>
1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.	1.3.P.D.1
1.4.2	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	1.3.P.D.2
1.4.3	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	1.3.P.D.3
1.4.4	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	1.3.P.D.4
1.4.5	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	1.3.P.D.5
1.4.6	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	1.3.P.D.6
1.4.7	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	1.4.P.A.4

# New Jersey Core Curriculum Standards

Content Area		Visual and Performing Arts	
Standard		1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
Strand		B. Music	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	<b>NOTE:</b> By the end of <a href="#">grade 2</a> , all students progress toward <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in MUSIC.		
	<a href="#">Ear training and listening skill</a> are prerequisites for musical literacy.	1.1.2.B.1	Explore the <a href="#">elements of music</a> through verbal and written responses to diverse aural prompts and printed scores.
	The <a href="#">elements of music</a> are foundational to basic music literacy.	1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.	1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into <a href="#">musical families</a> according to shared properties.	1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
5	<b>NOTE:</b> By the end of <a href="#">grade 5</a> , all students demonstrate <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in MUSIC.		
	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to <a href="#">ear training and listening skill</a> , and temporal spatial reasoning ability is	1.1.5.B.1	Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems.

	connected to listening skill.		
	The <a href="#">elements of music</a> are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.	1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
8	<b>NOTE:</b> By the end of <a href="#">grade 8</a> , those students choosing MUSIC as their required area of specialization demonstrate <a href="#">COMPETENCY</a> in the following content knowledge and skills.		
	Common, recognizable musical forms often have characteristics related to specific cultural traditions.	1.1.8.B.1	Analyze the application of the <a href="#">elements of music</a> in diverse Western and non-Western musical works from different <a href="#">historical eras</a> using active listening and by reading and interpreting written scores.
	Compositional techniques used in different styles and <a href="#">genres</a> of music vary according to prescribed sets of rules.	1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the <a href="#">elements of music</a> in diverse styles and genres of musical compositions.
12	<b>NOTE:</b> By the end of <a href="#">grade 12</a> , those students choosing MUSIC as their required area of specialization demonstrate <a href="#">PROFICIENCY</a> in the following content knowledge and skills.		
	Understanding nuanced stylistic differences among various <a href="#">genres</a> of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.	1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.	1.1.12.B.2	Synthesize knowledge of the <a href="#">elements of music</a> in the deconstruction and performance of complex musical scores from diverse cultural contexts.

Content Area		Visual and Performing Arts	
Standard		1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Strand		A. History of the Arts and Culture	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	<b>NOTE:</b> By the end of <a href="#">grade 2</a> , all students progress toward <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Dance, music, theatre, and visual artwork from diverse cultures and <a href="#">historical eras</a> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
	The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
5	<b>NOTE:</b> By the end of <a href="#">grade 5</a> , all students demonstrate <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Art and culture reflect and affect each other.	1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
	Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2	Relate common artistic elements that define distinctive <a href="#">art genres</a> in dance, music, theatre, and visual art.
	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
8	<b>NOTE:</b> By the end of <a href="#">grade 8</a> , all students demonstrate <a href="#">COMPETENCY</a> in the following content knowledge		

	and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
	The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
12	<b>NOTE:</b> By the end of <a href="#">grade 12</a> , all students demonstrate <a href="#">PROFICIENCY</a> in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various <a href="#">historical eras</a> .

Content Area		Visual and Performing Arts		
Standard		1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Strand		B. Music		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)	
P	<b>NOTE:</b> By the end of <a href="#">preschool</a> , all students attain foundational skills that progress toward <a href="#">BASIC LITERACY</a> in MUSIC.			
	Creating and performing music provides a means of self-expression for very young learners.	1.3.P.B.1	Sing a variety of songs with expression, independently and with others.	
		1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.	
		1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	
		1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.	
		1.3.P.B.5	Participate in and listen to music from a variety of cultures and times.	
		1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.	
2	<b>NOTE:</b> By the end of <a href="#">grade 2</a> , all students progress toward <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in MUSIC.			
	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.	1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
	Proper vocal production/ <a href="#">vocal placement</a> requires an understanding of basic anatomy	1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	

	and the physical properties of sound.		
	Playing techniques for <a href="#">Orff instruments</a> develop foundational skills used for hand percussion and melodic percussion instruments.	1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.	1.3.2.B.4	Vocalize the <a href="#">home tone</a> of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
	Improvisation is a foundational skill for <a href="#">music composition</a> .	1.3.2.B.5	Improvise short tonal and rhythmic patterns over <a href="#">ostinatos</a> , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
	Prescribed forms and rules govern <a href="#">music composition</a> , rhythmic accompaniment, and the harmonizing of parts.	1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
	Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.	1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
5	<b>NOTE:</b> By the end of <a href="#">grade 5</a> , all students demonstrate <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in MUSIC.		
	Complex scores may include compound meters and the grand staff.	1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, <a href="#">mixed meter</a> , and <a href="#">compound meter</a> .
	Proper vocal production and <a href="#">vocal placement</a> improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.	1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
	<a href="#">Music composition</a> is governed by prescribed rules and forms that	1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer



	apply to both improvised and scored music.		programs.
	Decoding musical scores requires understanding of notation systems, the <a href="#">elements of music</a> , and basic compositional concepts.	1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
8	<b>NOTE:</b> By the end of <a href="#">grade 8</a> , those students choosing MUSIC as their required area of specialization demonstrate <a href="#">COMPETENCY</a> in the following content knowledge and skills.		
	Western, non-Western, and avant-garde notation systems have distinctly different characteristics.	1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
	Stylistic considerations vary across <a href="#">genres</a> , cultures, and <a href="#">historical eras</a> .	1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.	1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
	Improvisation is a compositional skill that is dependent on understanding the <a href="#">elements of music</a> as well as stylistic nuances of <a href="#">historical eras</a> and <a href="#">genres</a> of music.	1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
12	<b>NOTE:</b> By the end of <a href="#">grade 12</a> , those students choosing MUSIC as their required area of specialization demonstrate <a href="#">PROFICIENCY</a> in the following content knowledge and skills.		
	Technical accuracy, musicality, and stylistic considerations vary according to <a href="#">genre</a> , culture, and <a href="#">historical era</a> .	1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
	The ability to read and interpret music impacts musical fluency.	1.3.12.B.2	Analyze how the <a href="#">elements of music</a> are manipulated in original or prepared musical scores.
	Understanding of how to	1.3.12.B.3	Improvise works through the conscious manipulation of

manipulate the <a href="#">elements of music</a> is a contributing factor to musical artistry.		the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
Basic vocal and instrumental arranging skills require theoretical understanding of <a href="#">music composition</a> .	1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.



Content Area		Visual and Performing Arts		
Standard		<b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Strand		<b>A. Aesthetic Responses</b>		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)	
P	<b>NOTE:</b> By the end of <a href="#">preschool</a> , all students attain foundational skills that progress toward <a href="#">BASIC LITERACY</a> in CREATIVE MOVEMENT AND DANCE, MUSIC, DRAMATIC PLAY AND STORYTELLING, and VISUAL ART.			
	Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world.	1.4.P.A.1	Describe feelings and reactions in response to a creative movement/dance performance.	
		1.4.P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.	
		1.4.P.A.3	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.	
		1.4.P.A.4	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	
	Active listening with focus, intent, and understanding is an important	1.4.P.A.5	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	

	component of full appreciation of the performing arts and the foundation for language development.	1.4.P.A.6	Begin to demonstrate appropriate audience skills during recordings and music performances.
		1.4.P.A.7	Begin to demonstrate appropriate audience skills during storytelling and performances.
2	<b>NOTE:</b> By the end of <a href="#">grade 2</a> , all students progress toward <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1	Identify aesthetic qualities of <a href="#">exemplary works</a> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
		1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
		1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
		1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
5	<b>NOTE:</b> By the end of <a href="#">grade 5</a> , all students demonstrate <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1	Employ basic, <a href="#">discipline-specific arts terminology</a> to categorize works of dance, music, theatre, and visual art according to established classifications.
	<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
	Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for	1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

	making value judgments about the arts.		
8	<b>NOTE:</b> By the end of <a href="#">grade 8</a> , all students demonstrate <a href="#">COMPETENCY</a> in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Contextual clues to artistic intent are embedded in artworks. Analysis of <a href="#">archetypal</a> or <a href="#">consummate works of art</a> requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
	Art may be used for <a href="#">utilitarian and non-utilitarian</a> purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
	Performance technique in dance, music, theatre, and visual art varies according to <a href="#">historical era</a> and <a href="#">genre</a> .	1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a <a href="#">genre's</a> stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
	Symbolism and metaphor are characteristics of art and art-making.	1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.	1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
	Artwork may be both <a href="#">utilitarian and non-utilitarian</a> . Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.	1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

12	<b>NOTE:</b> By the end of <a href="#">grade 12</a> , all students demonstrate <a href="#">PROFICIENCY</a> in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2	Speculate on the artist's intent, using <a href="#">discipline-specific arts terminology</a> and citing embedded clues to substantiate the hypothesis.
	Artistic styles, trends, movements, and historical responses to various <a href="#">genres</a> of art evolve over time.	1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, <a href="#">discipline-specific arts terminology</a> .	1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Content Area		Visual and Performing Arts		
Standard		<b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Strand		<b>B. Critique Methodologies</b>		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)	
2	<b>NOTE:</b> By the end of <a href="#">grade 2</a> , all students progress toward <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.			
	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	
	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.	
	Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.	
5	<b>NOTE:</b> By the end of <a href="#">grade 5</a> , all students demonstrate <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.			
	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	
	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	
	While there is shared vocabulary among the four arts disciplines of	1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music,	

	dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .		theatre, and visual art.
	Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
	Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
8	<b>NOTE:</b> By the end of <a href="#">grade 8</a> , all students demonstrate <a href="#">COMPETENCY</a> in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
	Universal elements of art and principles of design apply equally to artwork across cultures and <a href="#">historical eras</a> .	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

12	<b>NOTE:</b> By the end of <a href="#">grade 12</a> , all students demonstrate <a href="#">PROFICIENCY</a> in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <a href="#">historical eras</a> .
	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
	Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.



# Sample Lesson Plans

## 5E Model

Pre-K	
<b>BIG IDEA</b>	How will students understand how the theme of All About Me fits into the music that we are doing
<b>OBJECTIVES</b>	<b>Students Will Be Able To:</b> <b>1. Clap and Count to the Music but not together to start</b> <b>2. Dance to the Music while teacher plays on CD</b> <b>3. Begin to memorize the words to the songs</b>
<b>CROSS CURRICULAR CONTENT</b>	1. Math-Students will clap, count and dance to the music 2. Social Studies-discuss how the song fits in to the theme of the week and also sing the song together as a class 3. Language Arts-discuss with the students orally the background of the song
<b>TECHNOLOGY (LOTi)</b>	<b>All About Me CD3 #22</b> <b>Welcome CD1 #1</b> <b>Happy Children CD1 #40</b> <b>Just Like Me CD1 #8</b>
<b>5E*</b>	<b>ENGAGEMENT</b> 1. Students will review the song All About Me 2. Students will clap, count and dance to the music 3. Introduce a new song(Welcome) 4. Teacher will play the song for the class on the CD
	<b>EXPLANATION</b> 1. Students orally will discuss what they have learned about the song from the previous week 2. Teacher will go over the background of the song Teacher will also talk a little bit about how All About Me(Theme) fits into the song
	<b>EXPLORATION</b> 1. Student will listen to the song 2. Teacher will go over the words section by section with the class 3. Students and teacher will sing the song together 4. Students will then do several musical exercises together such as clap and count or sing and dance but this may take some time to accomplish
	<b>ELABORATION</b> 1. Students will show each other and the teacher what they have learned

\*Inclusion of **ALL** 5Es is not required in every lesson.

## 5E Model

Pre-K		
	<b>EVALUATION</b>	<ol style="list-style-type: none"> <li>1. Teacher will identify how well the class claps and counts to the music</li> <li>2. Teacher will identify how well the class sings and dances to the music</li> <li>3. Teacher will identify how well the class does more than musical exercise at the same time which could take awhile to accomplish</li> </ol>
<b>MODIFICATIONS/ ACCOMMODATIONS</b>		The students that are classified, handicapped etc. will become involved in the lessons as much as possible such as by asking them questions and answering any questions they might have.

\*Inclusion of **ALL** 5Es is not required in every lesson.

## 5E Model

K		
<b>BIG IDEA</b>		How will students understand how the theme of Action Songs fits into the music that we are doing
<b>OBJECTIVES</b>		<b>Students Will Be Able To:</b> <b>1. Clap and Count to the Music</b> <b>2. Memorize words to the songs</b> <b>3. Learn values of notes as time goes on</b> <b>2. Do more than one Musical Exercise together but not to start with</b>
<b>CROSS CURRICULAR CONTENT</b>		1. Math-Students will clap and count to the music and also learn values of notes 2. Social Studies-discuss how the song fits in to the theme of the week and also sing the song together as a class 3. Language Arts-discuss with the students orally the background of the song
<b>TECHNOLOGY (LOTi)</b>		<b>Brush Your Teeth CD1 #24</b> <b>Clap Your Hands CD1 #5</b> <b>Hokey Pokey CD3 #9</b> <b>If You're Happy CD1 #7</b>
<b>5E*</b>	<b>ENGAGEMENT</b>	1. Students will review the song Brush Your Teeth 2. Students will clap, count and sing to the music 3. Introduce a new song(Clap Your Hands 4. Teacher will play the song for the class on the CD
	<b>EXPLANATION</b>	1. Students orally will discuss what they have learned about the song from the previous week 2. Teacher will go over the background of the song Teacher will also talk a little bit about how Action(Theme) fits into the song
	<b>EXPLORATION</b>	1. Student will listen to the song 2. Teacher will go over the words section by section with the class 3. Students and teacher will sing the song together 4. Students will then do several musical exercises together such as sing and clap or count and clap
	<b>ELABORATION</b>	1. Students will show each other and the teacher what they have learned

\*Inclusion of **ALL** 5Es is not required in every lesson.

## 5E Model

K		
	<b>EVALUATION</b>	<ol style="list-style-type: none"> <li>1. Teacher will identify how well the students clap and count to the music</li> <li>2. Teacher will identify how well the students do when singing is added to the music and also how well they have memorized the words</li> <li>3. Teacher will identify how well the students answer review questions at the end of the class in a very simplified way</li> </ol>
<b>MODIFICATIONS/ ACCOMMODATIONS</b>		The students that are classified, handicapped etc. will become involved in the lessons as much as possible such as by asking them questions and answering any questions they might have.

\*Inclusion of **ALL** 5Es is not required in every lesson.

## 5E Model

Second Grade		
<b>BIG IDEA</b>		How will students get a better understanding of Multicultural Music and the cultures from different countries
<b>OBJECTIVES</b>		<b>Students Will Be Able To:</b> <b>1. Clap, Count and sing to the Music</b> <b>2. Begin to learn how to read words and Music together</b> <b>3. Do more than one Musical Exercise at the same time</b>
<b>CROSS CURRICULAR CONTENT</b>		Math- Students will learn about values of different notes Social Studies-how does the song fit into the theme of the week which is Multicultural Language Arts-discuss the background of the song orally
<b>TECHNOLOGY (LOTi)</b>		<b>Are You Sleeping? CD5 #7</b> <b>Give Me Your Hand CD4 #16</b> <b>How Wonderful It Is? CD2 #11</b> <b>My Body CD4 #34</b>
<b>5E*</b>	<b>ENGAGEMENT</b>	<b>1. Students will review the song Are You Sleeping? which is from France</b> <b>2. Students will sing, clap and count to the music</b> <b>3. Introduce a new song(Give Me Your Hand ) which is from Israel</b> <b>4. Teacher will play the song for the class on the CD</b>
	<b>EXPLANATION</b>	<b>1. Students orally will discuss what they have learned about Multicultural Music</b> <b>2. Teacher will go over the background of the song</b> <b>3. teacher will also talk a little bit about the country the song is from</b>
	<b>EXPLORATION</b>	<b>1. Student will listen to the song</b> <b>2. Teacher will go over the words with the students</b> <b>3. Students and teacher will sing the song together</b> <b>4. Students will play instruments if they learn the song well enough</b>
	<b>ELABORATION</b>	<b>1. Students will show each other and the teacher what they have learned</b>
	<b>EVALUATION</b>	<b>1. Teacher will identify how well the students learn the words to the songs</b> <b>2. Teacher will identify how well the students sing, clap and count to the music</b> <b>3. Teacher will identify how well the students answer review questions at the end of the class</b>

\*Inclusion of **ALL** 5Es is not required in every lesson.

## 5E Model

Second Grade	
<b>MODIFICATIONS/ ACCOMMODATIONS</b>	The students that are classified, handicapped etc. will become involved in the lessons as much as possible such as by asking them questions and answering any questions they might have.

\*Inclusion of **ALL** 5Es is not required in every lesson.

## 5E Model

5th Grade Share the Music Unit 2 Lesson 5		
<b>BIG IDEA</b>		How can students develop a solid pitch foundation?
<b>OBJECTIVES</b>		Students Will Be Able To: <ul style="list-style-type: none"> <li>• Identify the names of the notes C, D, E, F, G, &amp; A.</li> <li>• Sing these pitches from notation.</li> <li>• Sing a melody together with a countermelody.</li> <li>• Sing a melody together with two partner-song melodies.</li> </ul>
<b>CROSS CURRICULAR CONTENT</b>		Math: Interval Identification, counting beats, fractions Physical Education: Clapping in rhythm, coordination Science: Defining the words pitch and frequency, measuring wavelengths ELA: Vocabulary building, forms of poetry
<b>TECHNOLOGY (LOTi)</b>		<ul style="list-style-type: none"> <li>• CD2:29- Two for Table</li> <li>• CD2:30- Sweet Potatoes</li> <li>• CD2:31- Sing for Your Supper</li> <li>• CD2:32- Jamaican Rumba</li> </ul>
<b>5E*</b>	<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Students will review the song “Sweet Potatoes”</li> <li>• Students will identify the dotted quarter note rhythm.</li> <li>• Students will sing countermelody for the song “Sweet Potatoes”.</li> </ul>
	<b>EXPLORATION</b>	<ul style="list-style-type: none"> <li>• Sing the song “Sing for Your Supper”.</li> <li>• Incorporate the melody and the countermelody from “Sweet Potatoes”</li> </ul>
	<b>EXPLANATION</b>	<ul style="list-style-type: none"> <li>• Students will listen to “Sing for Your Supper” and identify what they hear.</li> <li>• Teacher will assist students in singing multiple parts.</li> </ul>
	<b>ELABORATION</b>	<ul style="list-style-type: none"> <li>• Students will listen to “Jamaican Rumba”.</li> <li>• Students will identify familiar melodies and instruments.</li> <li>• Students will sing familiar melodies along with recording.</li> </ul>
	<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Students will assess their familiarity with melodies through practice.</li> <li>• Teacher will ask students to list instruments heard in “Jamaican Rumba”.</li> </ul>
<b>MODIFICATIONS/ ACCOMMODATIONS</b>		Some students may have difficulty singing harmony. Teacher will sing harmony parts with students and/or adjust student seating to accommodate students in need of extra practice.

\*Inclusion of **ALL** 5Es is not required in every lesson.



## 5E Model

8th Grade		
<b>BIG IDEA</b>		How can students demonstrate their understanding of popular music?
<b>OBJECTIVES</b>		Students Will Be Able To: <ul style="list-style-type: none"> <li>• Identify four Rock and Roll bands from the 1960's.</li> <li>• Trace the evolution of popular music through the 20th century.</li> <li>• Describe the types of chords and progressions used in popular music.</li> </ul>
<b>CROSS CURRICULAR CONTENT</b>		Math: Interval Identification, counting beats, fractions Physical Education: Clapping in rhythm, coordination Science: Defining the words pitch and frequency, measuring wavelengths ELA: Vocabulary building, forms of poetry
<b>TECHNOLOGY (LOTi)</b>		<ul style="list-style-type: none"> <li>• The Beatles- Twist and Shout on Ed Sullivan Show 1964  <a href="https://www.youtube.com/watch?v=b-VAXGdJeQ">https://www.youtube.com/watch?v=b-VAXGdJeQ</a></li> <li>• James Brown- I Got the Feelin'  <a href="https://www.youtube.com/watch?v=t5CAQU6KsMI">https://www.youtube.com/watch?v=t5CAQU6KsMI</a></li> <li>• Michael Jackson- Billie Jean  <a href="https://www.youtube.com/watch?v=7lvsBBNV-U4">https://www.youtube.com/watch?v=7lvsBBNV-U4</a></li> </ul>
<b>5E*</b>	<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Students will review the song "Rock Around the Clock".</li> <li>• Students will watch/listen to "Twist and Shout".</li> <li>• Students will identify characteristics of early Rock and Roll.</li> </ul>
	<b>EXPLORATION</b>	<ul style="list-style-type: none"> <li>• Students will listen to "I Got the Feelin'".</li> <li>• Students will compare and contrast "I Got the Feelin'" to "Twist and Shout".</li> </ul>
	<b>EXPLANATION</b>	<ul style="list-style-type: none"> <li>• Students will explain the similarities and differences between the artists.</li> </ul>
	<b>ELABORATION</b>	<ul style="list-style-type: none"> <li>• Students will listen to "Billie Jean"</li> </ul>
	<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Students will create a Venn Diagram showing the crossovers between the three artists.</li> </ul>
<b>MODIFICATIONS/ ACCOMMODATIONS</b>		Some students may have varying opinions on the similarities and differences. Teacher should be able to isolate and demonstrate similar beats, melodic patterns, and chord progressions for students.

\*Inclusion of **ALL** 5Es is not required in every lesson.

# Resources

## Youtube Links:

Kids Orchestra Movie:

<http://www.youtube.com/watch?v=T8XepozFRbQ>

The String Family- A Digital Story:

<http://www.youtube.com/watch?v=I6343CdYVB0>

Instrument Families of the Orchestra:

<http://www.youtube.com/watch?v=haLtMkNL84g>

Audio Flashcards for Kids:

<http://www.youtube.com/watch?v=Lr0txIoahXc>

Mickey Mouse and Friends, The Band Concert:

<http://www.youtube.com/watch?v=IErXg5kBXBg>

Jazzy ABC Musical Instruments for Kids:

<http://www.youtube.com/watch?v=o6tvEiztZLI>

Little Xylophone, How to play Twinkle Twinkle

Little Star:

<http://www.youtube.com/watch?v=FUMYCBzd3dg>

London Bridge is Falling Down:

<http://www.youtube.com/watch?v=bO2FNPvibPo>

Nursery Camp:

<http://www.youtube.com/channel/UCjVkj2VW-CWO-9DHRQER3Yg>

Rockin Recorder:

<http://www.youtube.com/user/AvahHam?feature=watch>

Fever Variations:

[http://www.youtube.com/watch?v=X5tNq1\\_0EE\\_E](http://www.youtube.com/watch?v=X5tNq1_0EE_E)

Beauty and a Beat 1940's-

<http://www.youtube.com/watch?v=EptPiz-ZYvM>

Somebody That I Used to Know PostModern-

<http://www.youtube.com/watch?v=KyIXIU2nTqE&list=RD024Cnm0tdkJEU>

## Other Useful websites:

Nafme.com

Classicsforkids.com

giml.org

littlekidsrock.org

<http://www.oxfordmusiconline.com/public/jsessionid=994FCC66C88EEC9BC8CF65D71697F550>

Free sheet music and lessons:

<http://www.makingmusicfun.net/>

<http://drumbum.com/lessons/drum-lessons/content/view/152/172/>

<http://mainlymusic.weebly.com/elementary-music.html>

<http://www.8notes.com>

<http://www.freesheetmusic.net/>

<http://www.musictheory.net/littlekidsrock.org>

Assessments: The assessments for this curriculum are provided by the National Core Arts Standards and may be accessed at the link posted below. Assessments are in constant flux. The link below is the most recently updated version of these assessments.

<http://www.nafme.org/my-classroom/standards/mcas-information-on-taking-part-in-the-field-testing/>

# References

- NAEA. "National Art Education Association." Home • National Art Education Association. NAEA, 2013. Web.
- NAfME. "NAfME for Music Educators." NAfME Music Education. NAfME, 2013. Web.
- NCCAS. "2014 National Core Arts Standards Draft." NCCAS. National Coalition for Core Arts Standards, 2013. Web.
- NJDOE. "Common Core State Standards (CCSS)." Common Core State Standards (CCSS). NJDOE, 2013. Web.
- NJDOE. "Core Curriculum Content Standards: Visual and Performing Arts." Core Curriculum Content Standards: Visual and Performing Arts. NJDOE, 2009. Web.
- NJDOE. "Model Curriculum: Visual Performing Arts (K-12)." Model Curriculum: Visual Performing Arts (K-12). NJDOE, 2013. Web.
- NJDOE. "New Jersey Department of Education - Educators." New Jersey Department of Education - Educators. NJDOE, 2013. Web.