

Englewood Public School District
Music
Grade 5

Unit 2: Performance

NEW JERSEY CONTENT STANDARDS

- 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.
- 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.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Overview: Students will enhance and refine performance skills with focus on three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.

Time Frame: Second Marking Period

Enduring Understandings: All students will demonstrate an understanding of the rules that govern the creation of works of art in music, in the varied cultures of the world.

Essential Questions:

- Why do all cultures have music?
- Why does music have rules?
- Why are dynamics important?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p> <p>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.</p> <p>1.4.5.A.1 Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.1.5.B.1</p>	<p>Topics</p> <p>Rhythms: Developing Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales (half notes then quarters)</p> <p>SWBAT – On pitched barred instruments and/or recorder, perform three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.</p> <p>Read and sing melodies from various cultures using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.</p> <p>Sing rounds/canons, partner songs, and two-part songs from various cultures, using correct posture, vocal placement, and breathing technique.</p>	<p>Students will view video clips of musical performances and discuss how it is a combination of a series of musical tones with correct application of rhythm and meter, articulations, dynamics and tonal terminations. NJSLSA.W9, NJSLSA.L3.</p> <p>Students will view performances from various time periods and genres and describe how conducting patterns relate to the different time signatures. NJSLSA.W9, 6.2.8.D.1.b</p> <p>Continue to learn to read basic music notation. NJSLSA.W9</p> <p>Students will read notes and play on barred instruments (recorder). NJSLSA.W9,</p> <p>Identify musical elements as they view performances. NJSLSA.L6</p> <p>Demonstrate musical elements in a drum circle and discuss the cultural influences.</p>	<p>Kids orchestra: https://www.youtube.com/watch?v=AHaNU0-tC8U&start_radio=1&list=RDAHANU0-tC8U&t=0</p> <p>Conductor video: https://www.youtube.com/watch?v=vivT5NaT8Kg</p> <p>Meter: https://www.musick8.com/html/ideadisplay.php?ibid=1442</p> <p><u>Welcome to Music Together Coastal Melodies - Rhythm Kids</u> www.mandasmusic.com/rhythm-kids.html</p> <p><u>Music Together Vivo - Rhythm Kids Level 2</u> https://musictogethervivo.com/rhythm-kids-level2.html</p> <p>Note values: http://lessonplanspage.com/music7-upgamefornotevalues25-hm/</p> <p>Notation activity: https://www.bethsnotesplus.com/2012/01/staff-manipulatives.html</p> <p>Dynamics-video:</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion Reflections Self-Assessment <p>Summative: Evaluation of reading music</p> <p>Student plays or sings with others or alone.</p> <p>Weekly Practice Charts-recorder</p> <p>Exit tickets</p> <p>Teacher-made check sheets and rubrics.</p> <p>Listening activities to identify musical characteristics.</p>

Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Improvise a vocal melody in call-and-response form to a given instrumental prompt.

Compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.

Demonstrate and perform songs which include tempo and dynamics (vocal and on instruments) from various cultures.

Demonstrate proper breathing and posture techniques. **NJSLSA.W9,**

In small groups, compose and notate a melody for the recorder (or other barred instruments). **NJSLSA.W9, NJSLSA.SL1**

https://www.youtube.com/watch?v=YQ7zA2_um8s

Songs to demonstrate tempo/dynamics:
<https://sites.google.com/site/mrswalkersmusicroom/Listening-Examples>

Drum Circle:
<https://caldwellorganizedchaos.blogspot.com/2015/05/teacher-tuesday-drum-circle-lesson-ideas.html>

Recorder songs:
<https://www.bethsnotesplus.com/2013/01/recorder-songs-gab.html>

Composing on the Recorder:
<https://www.bethsnotesplus.com/2012/03/teaching-composition-5th-grade.html>

Musical instruments

Warm-up sheets and supplemental concert music

Participate in discussions

Alternative Assessments:

20 Quick Formative Assessments from the art of education:

- Outcome Sentences
- Pair-Share
- 3-2-1
- Beach ball

<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>

Key Vocabulary:

ostinato, pentatonic, syncopation, diatonic, chromatic additions, rhythm and meter, articulations, dynamics and tonal terminations

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Speak and display terminology and movement• Teacher modeling• Peer modeling• Develop and post routines• Label classroom materials• Word walls• Check for understanding of directions• Use posters with directions written in pictures in all languages• Seat students close to the teacher.• Incorporate visuals:	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Work with a partner• Provide concrete examples and relate all new assignments to previously learned tasks• Solidify and refine concepts through repetition.• Provide extended time.	<ul style="list-style-type: none">• Using visual demonstrations, illustrations• Give directions/instructions verbally and in simple written format.• Peer Support• Increase one on one time• Teachers may modify instructions by modeling what the student is expected to do• Instructions may be printed out in large print and hung	<ul style="list-style-type: none">• Curriculum compacting• Inquiry-based instruction• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Real world scenarios• Student Driven Instruction• Room for Artistic Choices• Elevated Technique Complexity• Additional Projects• Adaptation of requirements

graphic organizers, gestures, props	<ul style="list-style-type: none"> ● Repeat directions ● Check for understanding of directions 	<p>up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Social Studies:

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Integration of Technology Standards NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.