

# MUSIC

## Kindergarten– Fifth grade

Adopted

August

# 2017

Revised August 2015  
Developed August 2013

Music (Kindergarten through Fifth grade) is a Vocal/general music curriculum that was developed by Fair Lawn music teachers and aligned to the New Jersey Visual and Performing Arts Student Learning Standards.

## Vocal/General Music

# Fair Lawn Public Schools

Fair Lawn, NJ

# Fair Lawn School District

## **Committee Credits** **Vocal/General Music K – 5**

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# Music Kindergarten

## I. Course Synopsis

At the kindergarten level students will be introduced to musical concepts. Students will discover their singing voice, experience steady beat, explore musical instruments and engage in musical dramatic play. Kindergarteners will also present public vocal performances as educationally and developmentally appropriate.

## II. Philosophy & Rationale

These years of growth, wonder, excitement, exploration and discovery are crucial as the child develops a concept of music, gains fundamental skills and acquires sensitivity to musical sounds and their beauty. All children need to have regular and continuing musical experiences that lead to satisfaction through success in producing musical sounds and responding to them with pleasure. The atmosphere of cooperative learning in the elementary music classroom encourages and supports the Character Education model adopted by the Fair Lawn School District.

## III. Enduring Understanding

Everyone can perform, create and express themselves musically in various ways. Music is a personal experience and universal language. Music expands the understanding of the world, it's people, and oneself. Music is embedded in many aspects of life all over the globe.

## IV. SCOPE AND SEQUENCE: Elements of Music

### A. Concept: RHYTHM

#### 1. Learning Objectives – S.W.B.A.T.:

- a. Understand and experience steady beat in music and the world around us
- b. Recognize long and short sounds (duration)
- c. Recognize patterns through symbols
- d. Experience echo clapping
- e. Explore tempo (fast and slow)
- f. Discover the difference between beat and rhythm

#### 2. Suggested Activities

- a. Help students feel, identify, and express a steady beat through song and movement

- b. Experience rhythm through singing, playing and movement activities
- c. Chant and move to patterns of two, three and four
- d. Introduce and identify tempo through song and movement
- e. Express long and short sounds by playing instruments
- f. Reinforce long and short sounds through movement
- g. Experience rhythm through body percussion *i.e: clap, tap, snap, stomp and patsch*
- h. Engage in fundamental movements *i.e: walking, galloping, hopping, jogging*
- i. Perform singing and action games
- j. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

### 4. Essential Question

- a. Can we discover the presence of beat and rhythm in music and in the world around us?

## B. Concept: MELODY

### 1. Learning Objectives – S.W.B.A.T.:

- a. Identify upward and downward movement
- b. Identify high and low sounds
- c. Experience echo singing to match pitch
- d. Introduce *sol* and *mi* (*Solfège*)
- e. Work towards correct intonation
- f. Experience phrasing as a music thought
- g. Discover how to listen for and create vocal sounds

### 2. Suggested Activities

- a. Perform weekly vocal warm ups
- b.** Perform songs with *sol* and *mi* pitches
- c. Echo singing
- d. Solo singing through attendance using *sol* and *mi*
- e. Begin to build a repertoire of songs
- f. Recognizing melodic movement
- g. Discover lighter register while exploring and producing head voice
- h. Perform singing and action games
- i. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessment**

- a. Observe student performance of *sol* and *mi* during roll call
- b. Simple written assessment of melodic direction
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

### **4. Essential Question**

- a. How does learning to sing songs allow us to communicate and express emotion?

## **C. Concept: FORM**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Identify verse and refrain
- b. Explore ABA

### **2. Suggested Activities**

- a. Sing and perform songs with verse and refrain
- b. Sing and perform songs in ABA form
- c. Identify sections of music through the use of voice, instruments and movement
- d. Perform singing and action games
- e. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

### **4. Essential Question**

- a. How does form in music inspire an understanding of the way the world is organized?

## **E. Concept: EXPRESSIVE ELEMENTS**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Explore the difference between speaking and singing voice
- b. Explore dynamics (loud and soft)
- c. Identify vocal tone color
- d. Identify instrumental tone color

## **2. Suggested Activities**

- a. Develop and explore students' abilities to use their voices in various ways  
*i.e: whisper, talk, shout and sing*
- b. Explore and create various sounds in our environment  
*i.e: animals/insects, nature, city sounds etc.*
- c. Distinguish the timbre of the human singing voice through active listening
- d. Identify the timbre of a variety of pitched and non-pitched instruments
- e. Perform singing and action games
- f. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

## **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

## **4. Essential Question**

- a. How does music affect our thoughts and feelings?

## **F. Concept: STYLE**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Identify a variety of different musical styles

### **2. Suggested Activities**

- a. Listen to, sing and move to various musical styles
- b. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Quaver interactive Smartboard games and assessments, Share the Music assessments

### **4. Essential Question**

- a. How do different styles of music affect our thoughts and feelings?

## **G. Concept: PERFORMANCE TECHNIQUES**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Play, hold and use pitched and non-pitched percussion instruments
- b. Demonstrate correct posture, expression and vocal production while singing
- c. Execute choreography and staging
- d. Performance and audience etiquette

## 2. Suggested Activities

- a. In class rehearsals in preparation for school concerts
- b. Public performance for school and community
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

## 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Public performances

## 4. Essential Question

- a. How do performing experiences help you in life?

# V. New Jersey Student Learning Standards: 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.

By end of 2<sup>nd</sup> Grade:

1.1.2.B.1 - Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

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.

B.4 - Categorize families of instruments and identify their associated musical properties.

**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.

By end of 2<sup>nd</sup> Grade:

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.

A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

**Standard 1.3 Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

By end of 2<sup>nd</sup> Grade:

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.

B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

B.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

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.

B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

**Standard 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

#### A. Aesthetic Responses

##### By end of 2<sup>nd</sup> Grade:

1.4.2.A.1 - Identify aesthetic qualities of exemplary works 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.).

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.

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).

A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

#### B. Critique Methodologies:

##### By end of 2<sup>nd</sup> Grade:

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and used them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.

# Fair Lawn Public Schools

Fair Lawn, NJ

MUSIC  
First Grade

Adopted

August

2017

Revised August 2015  
Developed August 2013

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**Vocal/General  
Music**

# Music First Grade

## I. Course Synopsis

Using our bodies is an important way to internalize the musical beat in first and second grade. Students continue to play pitched and non-pitched percussion instruments as they learn a variety of American and multi-cultural folk songs. Students will learn to recognize and associate varying musical styles with different societies and countries studied.

Music selections reflect varying genres, cultures and historical periods. Composers from diverse cultures are presented. The student's learning experiences include group singing, playing instruments, creating music, interpreting simple notation symbols as well as listening to and moving to music.

## II. Philosophy and Rationale

These years of growth, wonder, excitement, exploration and discovery are crucial as the child develops a concept of music, gains fundamental skills and acquires a sensitivity to musical sounds and their beauty. All children need to have regular and continuing musical experiences that lead to satisfaction through success in producing musical sounds and responding to them with pleasure. The atmosphere of cooperative learning in the elementary music classroom encourages and supports the Character Education model adopted by the Fair Lawn School District.

## III. Enduring Understanding

Everyone can perform, create and express themselves musically in various ways. Music is a personal experience and universal language. Music expands the understanding of the world, it's people, and oneself. Music is embedded in many aspects of life all over the globe.

## IV. Elements of Music

### A. Concept: RHYTHM

#### 1. Learning Objectives – S.W.B.A.T.:

- a. Understand and experience steady beat and no beat
- b. Recognize long and short sounds
- c. Differentiate between sound and silence (*rest*)
- d. Identify quarter notes, two eighth notes and quarter rest
- e. Experience one and two sounds to a beat
- f. Recognize patterns
- g. Experience echo clapping
- h. Explore tempo (fast and slow)

#### 2. Suggested Activities

- a. Help students feel, identify, and express a steady beat through song and movement
- b. Experience rhythm through singing, playing and movement activities

- c. Chant and move to patterns of two, three and four
- d. Play, create and interpret rhythms using graphic icons
- e. Continue to develop and identify tempo through song and movement
- f. Express long and short sounds by playing instruments
- g. Reinforce long and short sounds through movement
- h. Practice rhythm through body percussion: *clap, tap, snap, stomp and patsch*
- i. Engage in fundamental movements *i.e.: walking, galloping, hopping, jogging*
- j. Perform singing and action games
- k. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

### 4. Essential Question

- a. Can we discover the presence of beat and rhythm in music and the world around us?

## B. Concept: MELODY

### 1. Learning Objectives – S.W.B.A.T.:

- a. Identify upward and downward movement
- b. Identify high and low sounds
- c. Continue to develop echo singing
- d. Familiarize “sol” “mi” and “la” (*Solfège*)
- e. Explore call and response and question and answer through singing
- f. Work towards correct intonation
- g. Understand phrasing and melodic shape
- h. Promote students learning to control their breathing for best singing while using their diaphragm

### 2. Suggested Activities

- a. Perform weekly vocal warm ups
- b. Perform songs with *sol, mi* and *la* pitches
- c. Echo singing
- d. Solo singing through attendance using *sol* and *mi*
- e. Continue to develop a repertoire of songs
- f. Recognizing melodic movement
- g. Discover lighter register while exploring and producing head voice
- h. Perform singing and action games
- i. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessments**

- a. Observe student performance of *sol* and *mi* during roll call
- b. Simple written assessment of melodic direction
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

### **4. Essential Question**

- a. How can we develop our ability to sing songs and express emotion?

## **C. Concept: FORM**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Identify verse and refrain
- b. Further explore ABA
- c. Understanding call and response

### **2. Suggested Activities**

- a. Sing and perform songs with verse and refrain
- b. Sing and perform songs in ABA form
- c. Identify sections of music through the use of voice, instruments and movement
- d. Perform call and response songs, chants and games
- e. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

### **4. Essential Question**

- a. How does form in music inspire an understanding of the way the world is organized?

## **D. Concept: EXPRESSIVE ELEMENTS**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Explore the difference between speaking and singing voice
- b. Explore the need for dynamics to express emotion
- c. Identify vocal tone color
- d. Identify instrumental tone color
- e. Experience fast and slow tempo

## **2. Suggested Activities**

- a. Develop and explore students' abilities to use their voices in various ways  
*i.e: whisper, talk, shout and sing*
- b. Explore and create various sounds in our environment  
*i.e: animals/insects, nature, city sounds etc.*
- c. Distinguish the timbre of the human singing voice through active listening
- d. Identify the timbre of the string, woodwind, brass and percussion family
- e. Perform singing and action games
- f. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

## **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

## **4. Essential Question**

- a. What are the different ways I can use my voice and body to express emotion?

## **F. Concept: STYLE**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Identify a variety of culturally diverse musical styles

### **2. Suggested Activities**

- a. Listen to, sing and move to various styles of music
- b. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Quaver interactive Smartboard games and assessments, Share the Music assessments

### **4. Essential Question**

- a. How do different styles of music affect our thoughts and feelings?

## **G. Concept: PERFORMANCE TECHNIQUES**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Play, hold and use pitched and non-pitched percussion instruments
- b. Engage in fundamental movements: walking, jogging, galloping

- c. Demonstrate free and structured movement
- d. Exhibit correct posture, expression and vocal production while singing
  
- e. Execute choreography and staging
- f. Performance and audience etiquette

## 2. Suggested Activities

- a. In class rehearsals in preparation for school concerts
- b. Public performance for school and community
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

## 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Public performances

## 4. Essential Question

- a. How do performing experiences help you in life?

# V. New Jersey Student Learning Standards: 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.

By end of 2<sup>nd</sup> Grade:

- 1.1.2.B.1 - Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
- B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 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.
- B.4 - Categorize families of instruments and identify their associated musical properties.

**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.

By end of 2<sup>nd</sup> Grade:

- 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.
- A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

**Standard 1.3 Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

By end of 2<sup>nd</sup> Grade:

1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm

B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

B.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

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.

B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

**Standard 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

By end of 2<sup>nd</sup> Grade:

1.4.2.A.1 - Identify aesthetic qualities of exemplary works 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.).

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.

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).

A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

B. Critique Methodologies:

By end of 2<sup>nd</sup> Grade:

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and used them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.



# Fair Lawn Public Schools

Fair Lawn, NJ

MUSIC  
Second Grade

Adopted

August

2017

Revised August 2015  
Developed August 2013

Music (Kindergarten through Fifth grade) is a Vocal/general music curriculum that was developed by Fair Lawn music teachers and aligned to the New Jersey Visual and Performing Arts Student Learning Standards.

**Vocal/General  
Music**

# Music Second Grade

## I. Course Synopsis

Music carries out a significant role in all major societies throughout the world. Students will learn to recognize and various musical styles in regard to the societies and countries studied. A strong emphasis is made on performance and its importance in playing and performing music for public and school concerts. A study on the proper use and care of the voice is also included.

Music selections reflect age appropriate repertoire that includes different genres, cultures and historical periods. Composers from diverse cultures and historical time periods are presented. The learning experiences includes group singing, playing instruments, creating music, reading symbols and rhythm patterns, listening to and moving to music. Students use age appropriate strategies to evaluate music, performances, and explore the relationship between music and daily life.

## II. Philosophy & Rationale

These years of growth, wonder, excitement, exploration and discovery are crucial as the child develops a concept of music, gains fundamental skills, and acquires a sensitivity to musical sounds and their beauty. All children need to have regular and continuing musical experiences that lead to satisfaction through success in producing musical sounds, using them in an enjoyable manner, and responding to them with pleasure. The atmosphere of cooperative learning in the elementary music classroom encourages and supports the Character Education model adopted by the Fair Lawn School District.

## III. Enduring Understanding

Everyone can perform, create and express themselves musically in a variety of ways. Music is a personal experience and universal language. Music expands the understanding of the world, it's people, and oneself. Music is embedded in many aspects of life all over the globe.

## IV. Elements of Music

### A. Concept: RHYTHM

#### 1. Learning Objectives – S.W.B.A.T.:

- a. Review the concept of steady beat, unsteady beat and no beat
- b. Feel the beat at different tempi
- c. Recognize and feel music two, three and four meter
- d. Reinforce students' ability to feel, count and perform rhythms along with a steady beat
- e. Identify strong and weak beats
- f. Further develop students' ability to feel and internalize rhythms through singing, moving and playing instruments
- g. Label notation for a half note, quarter note, two eighth notes quarter rest and half rest

- h. Gain more experience creating, performing, and improvising over simple ostinati
- i. Differentiate between the movement of galloping and skipping
- j. Understand the need for accent marks in music through singing, moving and playing instruments

## 2. Suggested Activities

- a. Group playing from simple notation – steady beat, strong beat, duple and triple
- b. Sing, move to and perform various rhythm patterns on non-pitched instruments
- c. Practice rhythm through body percussion: *clap, tap, snap, stomp and patsch*
- d. Sing and play from simple notation
- e. Echo and create rhythm patterns
- f. Create simple ostinati using body sounds and instruments
- g. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

## 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

## 4. Essential Question

- a. Can we discover the presence of beat and rhythm in music and the world around us?

## B. Concept: MELODY

### 1. Learning Objectives – S.W.B.A.T.:

- a. Focus on upward and downward movement by steps, skips and repeated notes
- b. Identify high and low pitches
- c. Perform echo singing
- d. Understand pitch relationship between *sol mi and la*
- e. Experience *re* and low *do* (*Solfège*)
- f. Introduce the pentatonic scale (*do re mi sol la*)
- g. Discover the music staff
- h. Recognize same and different phrases
- i. Develop a deeper understanding of phrase and melody
- j. Continue to develop proper vocal intonation

### 2. Suggested Activities

- a. Perform weekly vocal warm ups

- b. Perform songs using pentatonic scale
- c. Echo singing
- d. Solo singing through attendance using *sol* and *mi*
- e. Employ Kodaly hand signals for Solfege
- f. Continue to develop a repertoire of songs
- g. Recognize melodic movement and shape
- h. Continue to explore lighter register while producing head voice
- i. Perform singing and action games
- j. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

### 4. Essential Question

- a. How can we further develop our ability to sing songs from different cultures and develop a personal preference for music?

## C. Concept: FORM

### 1. Learning Objectives – S.W.B.A.T.:

- a. Further develop the understanding of verse and refrain
- b. Review A B A
- c. Build upon understanding of form to introduce Rondo form (*A B A C A*)
- c. Experience and perform repeat signs
- d. Discover the coda (ending) of a song

### 2. Suggested Activities

- a. Sing and perform songs with verse and refrain
- b. Sing and perform songs in ABA form
- c. Listen to instrumental music while following listening maps
- d. Perform call and response songs, chants and games
- e. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

#### 4. Essential Question

- a. How does form in music inspire an understanding of the way the world is organized?

### E. Concept: EXPRESSIVE ELEMENTS

#### 1. Learning Objectives – S.W.B.A.T.:

- a. Introduce music vocabulary in regard to dynamics: *piano*, *forte*, *pianissimo*, *fortissimo*
- b. Discover the use of *crescendo* and *decrescendo* in music
- c. Explore and create expressive elements to poems, speech pieces, stories, instrumental pieces and songs
- d. Introduce the fermata
- e. Further explore the instrument families of the orchestra and the role of the conductor

#### 2. Suggested Activities

- a. Perform songs using the above mentioned expressive elements
- b. Follow dynamic markings in various pieces of music
- c. Create speech pieces using dynamics
- d. Identify the timbre of the string, woodwind, brass and percussion family
- e. Perform singing and action games
- f. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

#### 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games

#### 4. Essential Question

- a. How do composers use expressive elements in their compositions to convey different moods?

### F. Concept: STYLE

#### 1. Learning Objectives – S.W.B.A.T.:

- a. Identify a variety of culturally diverse musical styles
- b. Introduce the Baroque period in music

#### 2. Suggested Activities

- a. Listen to, sing and move to various styles of music
- b. Introduce pieces of music from the Baroque period and composers
- b. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Quaver interactive Smartboard games and assessments, Share the Music assessments

### **4. Essential Question**

- a. How can music take us around the world without ever leaving home?

## **G. Concept: PERFORMANCE TECHNIQUES**

### **1. Learning Objectives – S.W.B.A.T.:**

- a. Play, hold and use pitched and non-pitched percussion instruments
- b. Demonstrate free and structured movement
- c. Exhibit correct posture, expression and vocal production while singing
- d. Execute choreography and staging
- e. Explore creative movement both independently and with a group

### **2. Suggested Activities**

- a. In class rehearsals in preparation for school concerts
- b. Public performance for school and community
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Public performances

### **4. Essential Question**

- a. How can we use music to express our personal experience?

## **V. New Jersey Student Learning Standards: 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.

By end of 2<sup>nd</sup> Grade:

1.1.2.B.1 - Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

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.

B.4 - Categorize families of instruments and identify their associated musical properties.

**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.

By end of 2<sup>nd</sup> Grade:

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.

A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

**Standard 1.3 Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

By end of 2<sup>nd</sup> Grade:

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.

B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

B.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

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.

B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

**Standard 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

By end of 2<sup>nd</sup> Grade:

1.4.2.A.1 - Identify aesthetic qualities of exemplary works 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.).

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.

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).

A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**B. Critique Methodologies:**

**By end of 2<sup>nd</sup> Grade:**

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and used them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.

# Fair Lawn

# Public Schools

Fair Lawn, NJ

MUSIC  
Third Grade

Adopted

August

2017

Revised August 2015  
Developed August 2013

Music (Kindergarten through Fifth grade) is a Vocal/general music curriculum that was developed by Fair Lawn music teachers and aligned to the New Jersey Visual and Performing Arts Student Learning Standards.

**Vocal/General  
Music**

## Music Third Grade

### I. Course Synopsis

Music Education in Fair Lawn is consistent with the Standards for Arts Education. The Music curriculum is comprehensive and sequential. It provides experiences in performing, listening to and analyzing music.

Vocal/General music is a standards-based program using the voice as the primary instrument through which children experience concepts of rhythm, melody, harmony, form, tone color and expressive elements. Movement games, playing pitched and un-pitched percussion instruments and writing notes as well as active listening to varying music genres supports age appropriate musical growth and development. Each third grade student will be given a high quality soprano recorder and sheet music as a part of the Plank Road Music Recorder Karate program. As songs are mastered and performed, the student will be awarded with a “belt” to be hung on the end of the recorder. These songs are sequential and prepare students to participate in the fourth grade instrumental program.

## **II. Philosophy and Rationale**

All students will experience and be involved in a myriad of musical activities. They will be given the opportunity to utilize aesthetic knowledge in the creation of and in response to music. They will utilize skills, methods learned in the creation, performance, and presentation of music. By the conclusion of the third grade year, all students will have been given the opportunity to demonstrate and understand the elements and principles of music.

## **III. Enduring Understanding**

Music is an expression of people’s lives, a part of the total culture of a people and an important part of our everyday lives.

## **IV. Elements of Music**

### **A. Concept: RHYTHM**

#### **1. Learning Objectives – S.W.B.A.T.:**

- a. Reinforce knowledge of steady beat and musical notation
- b. Discover meter signs through singing, playing and creating
- c. Introduce whole notes, whole rests, dotted half notes, dotted quarter notes, and ties
- d. Reinforce playing a song on recorder at a steady tempo

#### **2. Suggested Activities**

- a. Utilize the sequential materials in the Recorder Karate program
- b. Perform rhythm notation at different speeds
- c. Discuss tempo in a listening activity
- d. Individual self guided home practice
- e. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

#### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. Can we discover the presence of beat and rhythm in music and the world around us?

**B. Concept: MELODY**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Discover the musical alphabet
- b. Interpret the lines and spaces of the treble/G clef
- c. Expand knowledge of melodic movement
- d. Correlate the letter names of the notes to music staff
- e. Continue to develop proper vocal intonation

**2. Suggested Activities**

- a. Perform weekly vocal warm ups
- b. Sing songs and identify note names
- c. Demonstrate with movement the melodic direction
- d. Continue to develop a repertoire of songs
- e. Preparation for upcoming concerts
- f. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Ongoing Recorder Karate belt assessments
- b. Informal aural and visual observation of student performance
- c. Simple written assessment
- d. Public performances
- e. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. Why is it important for us to become musically literate?

**C. Concept: FORM**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Establish the concept of an introduction to a piece of music
- b. Understand and analyze how elements of form combine together in a piece of music
- c. Distinguish form in pieces of music

## 2. Suggested Activities

- a. Sing and perform songs with an introduction
- b. Analyze/identify all sections in a piece of music
- c. Utilize listening maps to understand and follow form
- d. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

## 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

## 4. Essential Question

- a. How does form in music inspire an understanding of the way the world is organized?

## D. Concept: EXPRESSIVE ELEMENTS

### 1. Learning Objectives – S.W.B.A.T.:

- a. Introduce music vocabulary in regard to dynamics: *mezzo forte*, *mezzo piano* *sforzando*
- b. Reinforce *crescendo* and *decrescendo* in music
- c. Aurally recognize dynamic changes in music
- d. Discover new tempo vocabulary: *andante*, *moderato*, *allegro*
- e. Experience the effect of tempo changes in music
- f. Begin to explore and communicate the passion and feeling of music

## 2. Suggested Activities

- a. Perform songs using the above mentioned expressive elements
- b. Follow dynamic and tempo markings in various pieces of music
- c. Discuss the importance of interpretation of music
- d. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

## 3. Assessment

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games

## 4. Essential Question

- a. What are ways that people can make expressive music together?

## F. Concept: STYLE

**1. Learning Objectives – S.W.B.A.T.:**

- a. Identify a variety of culturally diverse musical styles
- b. Introduce the Classical period in music

**2. Suggested Activities**

- a. Listen to, sing and move to various styles of music
- b. Introduce pieces of music and composers from the Classical period
- c. Discover and explore the pianoforte and string quartet in the Classical period
- d. Learn about the Classical orchestra
- e. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. How does music help us understand the relationship to history and culture?

**G. Concept: PERFORMANCE TECHNIQUES**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Play, hold and use the recorder with proper technique
- b. Further develop fine motor skills and hand-eye coordination
- b. Exhibit correct posture, expression and vocal production while singing
- c. Develop diaphragmatic breathing
- d. Execute choreography and staging

**2. Suggested Activities**

- a. Recorder Karate belt assessment
- b. In class rehearsals in preparation for school concerts
- c. Public performance for school and community
- d. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Public performances

**4. Essential Question**

- a. How do people connect by making music together?

## V. New Jersey Student Learning Standards: 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.*

**By end of 5<sup>th</sup> Grade:**

**1.1.5.B.1** - Identify the elements of music in response to aural prompts and printed music notational systems.

**B.2** - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

**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.*

**By end of 5<sup>th</sup> Grade:**

**1.2.5.A.1** - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

**A.2** - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

**A.3** - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

**By end of 5<sup>th</sup> Grade:**

**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.

**B.2** - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

**B.3** - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

**B.4** - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical composition

**Standard 1.4 Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

### A. Aesthetic Responses

**By end of 5<sup>th</sup> Grade:**

**1.4.5.A.1** - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

**A.2** - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

**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).

**B. Critique Methodologies:**

**By end of 5<sup>th</sup> Grade:**

**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.

**B.2** - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

**B.3** - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

**B.4** - Define technical proficiency, using the elements of the arts and principles of design.

**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.

# Fair Lawn

# Public Schools

Fair Lawn, NJ

MUSIC  
Fourth Grade

Adopted

August

2017

Revised August 2015  
Developed August 2013

Music (Kindergarten through Fifth grade) is a Vocal/general music curriculum that was developed by Fair Lawn music teachers and aligned to the New Jersey Visual and Performing Arts Student Learning Standards.

## Vocal/General Music

### Music Fourth Grade

#### I. Course Synopsis

All major societies have music which plays a significant role in their cultural identity. Students will learn to recognize and associate varying musical styles with societies and countries studied. A strong

emphasis is made on performance technique and its importance in playing and performing music. Proper vocal technique is discussed and employed to help students understand the use and care of the voice as well as the potential dangers of vocal misuse and abuse.

Music selections reflect repertoire that includes different genres, cultures and historical periods. Composers from diverse cultures and historical time periods are represented. The students will express and interpret music through creative movement, singing, playing instruments, improvising and composing. Throughout these experiences students use age appropriate strategies to evaluate music and music performances, explore relationships between music and other disciplines and explore music in relation to history and culture.

## **II. Philosophy and Rationale**

The fourth grade year is musically sequenced with thematic activities that help to build musical concepts and skills. This fully-integrated curriculum allows learners to experience success as they forge interdisciplinary connections. Students will demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. They will articulate the significance of music in their lives and others.

## **III. Enduring Expression**

Music is an essential component of the human experience. It allows us to be creative and sensitive. Music connects us to many different people and cultures and can communicate important messages and ideas.

## **IV. Elements of Music**

### **A. Concept: RHYTHM**

#### **1. Learning Objectives – S.W.B.A.T.:**

- a. Identify a triplet and sixteenth note rhythm pattern
- b. Analyze and perform music with tempo variations
- c. Expand understanding of tempo with metronome
- d. Review all musical notation

#### **2. Suggested Activities**

- a. Perform rhythm notation at different speeds
- b. Demonstrate ability to take rhythmic dictation
- d. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

#### **3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment

- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. What is the rhythm of life?

**B. Concept: MELODY**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Recognize and perform melodies based on ascending and descending scales
- b. Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies or a combination of the two
- c. Expand students' abilities to understand and perform a melodic ostinato as well as descant
- d. Continue to develop proper vocal intonation
- e. Recognize and interpret intervals

**2. Suggested Activities**

- a. Perform weekly vocal warm ups
- b. Sing major and minor tonic, dominant triads and the home tone
- c. Refine part-singing skills using part songs and canons
- d. Continue to develop a repertoire of songs
- e. Preparation for upcoming concerts
- f. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- c. Simple written assessment
- d. Public performances
- e. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. How does singing in different modes and harmonies affect your emotions?

**C. Concept: FORM**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Continue the study of form and analysis in music
- b. Explore theme and variations, cumulative songs, medleys, montages, sequence and imitation

**2. Suggested Activities**

- a. Analyze/identify all sections in a piece of music

- b. Utilize listening maps to understand and follow form
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. Is there a connection between form in music and every day life?

**D. Concept: EXPRESSIVE ELEMENTS**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Understand the use of molto, piu, vivace, presto, adagio and additional music vocabulary
- b. Aurally recognize dynamic changes in music
- c. Experience the effect of tempo changes in music
- d. Begin to explore and communicate the passion and feeling of music

**2. Suggested Activities**

- a. Perform songs using the above mentioned expressive elements
- b. Follow dynamic and tempo markings in various pieces of music
- c. Discuss the importance of interpretation of music
- d. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games

**4. Essential Question**

- a. How do different types of music affect our emotions?

**F. Concept: STYLE**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Identify a variety of culturally diverse musical styles
- b. Introduce the Romantic period in music
- c. Discover the concept of musical themes and leit motifs to tell a story

**2. Suggested Activities**

- a. Listen to, sing and move to various styles of music
- b. Introduce pieces of music and composers from the Romantic period
- c. Explore the development of the Romantic orchestra
- d. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. How do we connect music of today to the past?

**G. Concept: PERFORMANCE TECHNIQUES**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Exhibit correct posture, expression and vocal production while singing
- b. Further develop diaphragmatic breathing
- c. Execute choreography and staging

**2. Suggested Activities**

- a. In class rehearsals in preparation for school concerts
- b. Public performance for school and community
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Public performances

**4. Essential Question**

- a. How does music impact our personal choices and character development?

**V. New Jersey Student Learning Standards: 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.*

**By end of 5<sup>th</sup> Grade:**

**1.1.5.B.1** - Identify the elements of music in response to aural prompts and printed music notational systems.

**B.2** - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

**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.*

**By end of 5<sup>th</sup> Grade:**

- 1.2.5.A.1** - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- A.2** - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- A.3** - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

**By end of 5<sup>th</sup> Grade:**

- 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.
- B.2** - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- B.3** - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- B.4** - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical composition

**Standard 1.4 Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

**A. Aesthetic Responses**

**By end of 5<sup>th</sup> Grade:**

- 1.4.5.A.1** - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- A.2** - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 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).

**B. Critique Methodologies:**

**By end of 5<sup>th</sup> Grade:**

- 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.

**B.2** - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

**B.3** - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

**B.4** - Define technical proficiency, using the elements of the arts and principles of design.

**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.

# Fair Lawn Public Schools

Fair Lawn, NJ

MUSIC  
Fifth Grade

Adopted

August

2017

Revised August 2015  
Developed August 2013

Music (Kindergarten through Fifth grade) is a Vocal/general music curriculum that was developed by Fair Lawn music teachers and aligned to the New Jersey Visual and Performing Arts Student Learning Standards.

**Vocal/General  
Music**

# Music Fifth Grade

## I. Course Synopsis

Students continue to develop many of the skills, understanding and values that were introduced in the earlier grades through musical performances, developing relationships between music and other disciplines and the exploration of music in relation to history and culture. There will be further performance opportunities for fifth grade throughout their last year of elementary school. These performances will be invaluable in helping students to build competence and confidence in both singing and public speaking before a group. This six year musical journey will culminate in the greater accuracy, facility, clarity and ease of learning that is evident in grade five.

## II. Philosophy and Rationale

Music is a unique and essential part of the human experience. Music education preserves the history of cultures and fosters a lifelong enjoyment and love of music. Active support and participation in music enriches and enhances the quality of life.

The Fair Lawn Vocal Music curriculum is designed to provide a step-by-step development and growth of the complete child. Vocal music education provides an opportunity for growth through the process of interpreting the written language of music and accurately performing it within its historical context. The creative process of musical performance helps students to develop higher level thinking skills applicable to all areas of learning.

The sequential development of musical skills provides opportunities for cognitive and aesthetic growth, social interaction, emotional and personal expression, and discriminating judgements. Each child will be encouraged through high standards of performance to achieve his/her full musical and intellectual potential.

## III. Enduring Understanding

Music ignites the soul and gives each human being a sense of empowerment

## IV. Elements of Music

### A. Concept: RHYTHM

#### 1. Learning Objectives – S.W.B.A.T.:

- a. Explore aspects of syncopation

- b. Analyze and perform music with tempo variations
- c. Provide a high level of performance experience incorporating all rhythms and patterns of notation learned to date
- d. Reinforce students' ability to understand, listen and identify, as well as perform music in multiple meters including 6/8

**2. Suggested Activities**

- a. Perform rhythm notation at different speeds
- b. Demonstrate ability to take rhythmic dictation
- c. Perform songs with complex rhythms
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. How can there be power in rhythm?

**B. Concept: MELODY**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Reinforce and perform melodies based on ascending and descending scales
- b. Further develop students' ability to aurally identify and perform music that contains major melodies, minor melodies or a combination of the two
- c. Explore the relationship between half steps, whole steps, flats and sharps
- d. Continue to develop proper vocal intonation
- e. Reinforce and expand intervals

**2. Suggested Activities**

- a. Perform weekly vocal warm ups
- b. Refine part-singing skills using part songs and canons
- c. Continue to develop a repertoire of songs
- d. Preparation for upcoming concerts
- e. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- c. Simple written assessment
- d. Public performances
- e. Quaver interactive Smartboard games and assessments, Share the Music

assessments

**4. Essential Question**

- a. Is your singing voice an inherent part of who you are?

**C. Concept: FORM**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Continue the study of form and analysis in music
- b. Further develop understanding of theme and variations, cumulative songs, medleys, montages, sequence and imitation

**2. Suggested Activities**

- a. Analyze/identify all sections in a piece of music
- b. Utilize listening maps to understand and follow form
- c. Identify the form of performance repertoire
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Public performances
- d. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. Can music exist without form?

**D. Concept: EXPRESSIVE ELEMENTS**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Apply the use of music vocabulary to date
- b. Aurally recognize dynamic changes in music
- c. Further develop the effect of tempo changes in music
- d. Explore and communicate the passion and feeling of music

**2. Suggested Activities**

- a. Perform songs using the above-mentioned expressive elements
- b. Follow dynamic and tempo markings in various pieces of music
- c. Discuss the importance of interpretation of music
- d. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment

- c. Public performances
- d. Quaver interactive Smartboard games

**4. Essential Question**

- a. How can we help to change the world in a more positive direction through our music?

**F. Concept: STYLE**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Identify a variety of culturally diverse musical styles
- b. Experience the Impressionistic period in music

**2. Suggested Activities**

- a. Listen to, sing and move to various styles of music
- b. Introduce pieces of music and composers from the Impressionistic period
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Simple written assessment
- c. Quaver interactive Smartboard games and assessments, Share the Music assessments

**4. Essential Question**

- a. How does the style of music affect the behavior of the audience?

**G. Concept: PERFORMANCE TECHNIQUES**

**1. Learning Objectives – S.W.B.A.T.:**

- a. Exhibit correct posture, expression and vocal production while singing
- b. Further develop diaphragmatic breathing
- c. Execute choreography and staging

**2. Suggested Activities**

- a. In class rehearsals in preparation for school concerts
- b. Public performance for school and community
- c. Incorporate Quaver activities, Share the Music, Music K-8, Music Express

**3. Assessment**

- a. Informal aural and visual observation of student performance
- b. Public performances

**4. Essential Question**

- a. How has music had an impact our lives?

## V. New Jersey Student Learning Standards: 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.*

**By end of 5<sup>th</sup> Grade:**

**1.1.5.B.1** - Identify the elements of music in response to aural prompts and printed music notational systems.

**B.2** - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

**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.*

**By end of 5<sup>th</sup> Grade:**

**1.2.5.A.1** - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

**A.2** - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

**A.3** - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

**By end of 5<sup>th</sup> Grade:**

**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.

**B.2** - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

**B.3** - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

**B.4** - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical composition

**Standard 1.4 Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

### A. Aesthetic Responses

**By end of 5<sup>th</sup> Grade:**

**1.4.5.A.1** - Employ basic, discipline-specific arts terminology to categorize works of dance, music,

theatre, and visual art according to established classifications.

**A.2** - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

**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).

**B. Critique Methodologies:**

**By end of 5<sup>th</sup> Grade:**

**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.

**B.2** - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

**B.3** - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

**B.4** - Define technical proficiency, using the elements of the arts and principles of design.

**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.

**Appendix A - Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students**

<b>ACCOMMODATIONS</b>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of	Have students set personal growth goals	Break down assignments into manageable	Learning centers or stations that address varied activities, skills,

progress		parts/tasks	learning modalities
<b>MODIFICATIONS</b>			
<p><b><u>Speaking</u></b>  <u>Provide:</u>  -sentence starters  -processing time  -cues and prompts  -embedded choices  -practice time</p>	<p><b><u>Groups/Pairs</u></b>  <u>Teach:</u>  -rules and expectations  -skills of independence – bridging phrases, disagreeing agreeably, voice level  -strategies for moving in and out of groups  -signal for getting teacher’s attention  <u>Allow:</u>  Flexible grouping  Adequate/extra time  Assign group roles</p>	<p><b><u>Reading</u></b>  <u>Use:</u>  -peer tutoring  -label main ideas  -label 5 W’s  -visual imagery  -graphic organizers  <u>Allow:</u>  -Highlighting of key words/concepts  -Silent pre-reading  -Partner reading  <u>Teach:</u>  -Pre-reading strategies  -‘During’ reading strategies  -Post-reading strategies</p>	<p><b><u>Writing</u></b>  -Shorten task  -Require lists rather than sentences  <u>Allow:</u>  -note-taking  -visual representation of ideas  -collaborative writing  -Brainstorm word bank  -Pre-writing with graphic organizers  <u>Provide:</u>  -Model of writing  -Structure for writing  -Fill-in-blank form for note-taking</p>