

BENWAY SCHOOL

Music Curriculum

Grade 1



Benway School
Unit 1
Content Area: Music
Unit Title: Creative Process

Grade Level: 1	
Unit Overview: In this unit students will demonstrate an understanding of the elements of music.	
Recommended Pacing: 6-8 weeks (September-October)	
Student Learning Objectives	NJSLS
Identify tempo as gradually speeding up or slowing down, steady or unsteady beat.	1.1.2.B.1, 1.1.2.B.2
Identify adult voice/child's voices, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments.	1.1.2.B.2, 1.1.2.B.4
Identify dynamics as soft, medium, and loud. Use dynamics appropriate to the style of the music.	1.1.2.B.1, 1.1.2.B.2
Identify the forms of call and response, verse, repeats and refrain, ABA.	1.1.2.B.2
Identify step/leap and same/different patterns in a melody, and identify tonal center and melodic patterns using basic solfeggio.	1.1.2.B.1, 1.1.2.B.2
Identify, aurally or written, a strong beat, short and long notes/rests, which also include patterns containing quarter notes, paired eighth notes, and quarter rests.	1.1.2.B.3
New Jersey Student Learning Standards	Progress Indicator
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form and melody.	1.1.2.B.2
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.	1.1.2.B.3
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	8.1.2.A.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	

Beat, dynamics, form, forte, melody, mood, non-pitched instruments, notes, piano (dynamic), percussion, performance, piano (instrument), pitched instruments, rests, rhythm, solfeggio, step/leap, tempo, timbre, tonal center,

Evidence of Learning

Benchmark Assessment

For each task, make copies of the rubric provided below, one for every student in your class. Be prepared for several repetitions of this activity in order to assess every student in your class.

- **Task 1 (SLO 1-1):** Identify tempo as gradually speeding up or slowing down, steady or unsteady beat. The student is able to move with a steady beat and adjust to changes in tempo; getting faster and getting slower.
- **Task 2 (SLO 1-3):** Identify dynamics as loud, soft, medium, and loud. Use dynamics appropriate to the style of the music. The student collaborates with others to create and perform movements or gestures to demonstrate changes in dynamic levels (loud, medium, soft).
- **Task 3 (SLO 1-5):** Identify step/leap and same/different patterns in a melody, and identify tonal center and melodic patterns using basic solfeggio. The student can identify melodic patterns as moving in steps, leaps or repeats.
- **Task 4 (SLO 1-6):** Identify strong beat, short and long notes/rests. The student aurally identifies patterns containing quarter notes, paired eighth notes and quarter rests.

*See attached Rubrics: [Unit 1 Scoring Guide](#)

Additional Suggested Assessments:

- Classroom discussion
- Participation in classroom activities and assignments
- Teacher observations

Learning Activities:

- Develop a Rote-Song repertoire
- Responding to artworks with empathy (K-2)
- Understanding that artwork reflects historical, cultural, and aesthetic perspectives (K-2)
- Performing in all four arts disciplines at an age-appropriate level (K-2)
- Drawing similarities within and across the arts disciplines (K-2)
- Adjust steady beat response to tempo changes
- Respond to dynamic levels (loud, medium, soft)
- Identify melodic patterns as moving in *steps, leaps, or repeats*
- Recognize rhythm patterns containing quarter notes, paired eighth notes and quarter rests

Instructional Materials:

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard

Teacher Resources:

- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>

- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
- <https://edutopia.com>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<p align="center"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments. ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
<p align="center"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p align="center"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. 	<p align="center"><u>Students at Risk of School Failure</u></p> <p align="center"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide a copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. ● Assist student with long and short term planning of assignments. ● Encourage student to proofread assignments and tests.

- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Assessments:

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Homework and Assignments:

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

Benway School

Unit 2

Content Area: Music

Unit Title: Performing

Grade Level: 1

Unit Overview: In this unit, students will combine the skills appropriate to performing works of art.

Recommended Pacing: 6-8 weeks (October-December)

Student Learning Objectives	NJSLS
Read and perform combinations of quarter notes, two eighths and quarter rests by clapping and counting aloud.	1.3.2.B.1, 1.3.2.B.4, 1.3.2.B.6
Read, sing or play various combinations of do-mi-sol-la from a two to five line staff using quarter note and/or two eighth note rhythms.	1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.4, 1.3.2.B.7, 1.3.2.C.3
Using do-sol, read and perform an ostinato on a pitched barred instrument using quarter notes and/or two eighth notes and/or quarter rests.	1.3.2.B.1, 1.3.2.B.5, 1.3.2.B.6
Clap or play on an un-pitched percussion instrument a steady beat at various tempi as indicated on a two to five line staff or in response to images that indicate a particular speed (e.g., rabbit/tortoise).	1.3.2.B.1, 1.3.2.B.3, 1.3.2.C.2
Read and perform dynamics of <i>f</i> and <i>p</i> (<i>forte</i> and <i>piano</i>) through singing and playing of various rhythm instruments.	1.3.2.B.1
New Jersey Student Learning Standards	Progress Indicator
Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	1.3.2.B.1
Demonstrate developmentally appropriate vocal production and breathing technique.	1.3.2.B.2
Demonstrate correct playing techniques for percussion instruments or equivalent homemade instruments.	1.3.2.B.3
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.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
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.	1.3.2.B.6
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7
Use voice and movement in solo, paired, and group pantomimes and improvisations.	1.3.2.C.2
Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.	1.3.2.C.3
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator

Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	8.1.2.A.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	
Beat, dynamics, form, forte, melody, mood, non-pitched instruments, notes, piano (dynamic), percussion, performance, piano (instrument), pitched instruments, rests, rhythm, solfeggio, step/leap, tempo, timbre, tonal center,	
Evidence of Learning	
Benchmark Assessment <ul style="list-style-type: none"> Teachers will assess standards 1.3.2.B.1, 1.3.2.B.3 in an individual performance. 	
Additional Suggested Assessments: <ul style="list-style-type: none"> Classroom discussion Participation in general classroom assignments Teacher observations 	
Learning Activities: <ul style="list-style-type: none"> Singing Develop a Rote-Song repertoire Responding to artworks with empathy (K-2) Understanding that artwork reflects historical, cultural, and aesthetic perspectives (K-2) Performing in all four arts disciplines at an age-appropriate level (K-2) Drawing similarities within and across the arts disciplines (K-2) 	
Instructional Materials: <ul style="list-style-type: none"> Silver Burdett Making Music 2002 Edition Recorded musical excerpts provided by teacher Written material and/or worksheets provided by teacher Smartboard Percussion instruments Rhythm instruments 	

Teacher Resources:

- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
- <https://edutopia.com>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics.
- Debate topics of interest/cultural importance.
- Exploration of art and/or artists to understand society and history.
- Anchor activities.
- Use of higher-level questioning techniques.

English Language Learners**Modifications:**

- Modified assignments.
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary).
- Extended time for assignment completion as needed.
- Highlight key vocabulary.
- Use graphic organizers.

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations.
- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills/techniques to be mastered.
- Extended time to complete class work.
- Provide copy of class notes.
- Preferential seating to be mutually determined by the student and teacher.
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.

Students at Risk of School Failure**Modifications for Classroom:**

- Pair visual prompts with verbal presentations.
- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills/techniques to be mastered.
- Extended time to complete class work.
- Provide a copy of class notes.
- Preferential seating to be mutually determined by the student and teacher.
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape/CD/digital media, as available and appropriate.
- Assign a peer helper in the class setting.

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- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Assessments:

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

- Provide oral reminders and check student work during independent work time.
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- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Homework and Assignments:

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

Benway School

Unit 3

Content Area: Music

Unit Title: Performance

Grade Level: 1

Unit Overview: In this unit, students will combine those skills appropriate to performing works of art.

Recommended Pacing: 6-8 weeks (December-February)

Student Learning Objectives	NJSLS
Clap, sing, or play simple melodies, on pitch, from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo, and following the director's cues.	1.3.2.B.1
Perform an ostinato on an Orff instruments or equivalent homemade rhythm instruments using quarter, two eighth notes and quarter rests.	1.3.2.B.3
Using a neutral syllable or solfeggio, sing or play an improvised simple melody on do-mi-sol-la with rhythms of quarter, two eighth notes and quarter rests	1.3.2.B.5
Using the pentatonic scale, improvise a melody using a combination of quarter, two eighth notes and quarter rests on barred instruments to create expressive ideas.	1.3.2.B.5
Improvise rhythms accompanied by a written rhythmic ostinato on rhythm instruments, instruments created from objects in the environment, or with vocal sounds using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
New Jersey Student Learning Standards	Progress Indicator
Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	1.3.2.B.1
Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	1.3.2.B.3
Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	8.1.2.A.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4

Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	
Beat, dynamics, form, forte, melody, mood, non-pitched instruments, notes, piano (dynamic), percussion, performance, piano (instrument), pitched instruments, rests, rhythm, solfeggio, step/leap, tempo, timbre, tonal center	
Evidence of Learning	
<u>Benchmark Assessment:</u>	
<p>Task 1, (SLO 1-1): Clap, sing, or play simple melodies, on pitch, from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo, and following the director’s cues.</p> <ol style="list-style-type: none"> 1. Select several simple melodies that can be presented in basic notation in the treble clef. Each melody should have variations in dynamics, rhythm and tempo. Use all of these melodies in your instruction during this period. Choose a different melody from these melodies you have taught for the purposes of assessing each group of students. 2. Divide the class into groups small enough for individual observation. 3. When you are ready to assess the students’ mastery of this SLO, choose any one of the melodies for each group and observe their performance. 4. Display the rubric provided below and explain how it works. 5. Be prepared for several repetitions of this activity in order to assess every student in your class, using all of the different melodies you have chosen. 6. Also, during this time period the classes are expected to perform a holiday program for the parents. The preparation involved in this unit can also be utilized for that activity. <p>Task 2, (SLOs 1-3, 1-4, and 1-5): 1-3: Using a neutral syllable or solfeggio, sing or play an improvised simple melody on do-mi-sol-la with rhythms of quarter, two eighth notes and quarter rests; 1-4: using the pentatonic scale, improvise a melody using a combination of quarter, two eighth notes and quarter rests on barred instruments to create expressive ideas; 1-5: improvise rhythms accompanied by a written rhythmic ostinato on rhythm instruments, instruments created from objects in the environment, or with vocal sounds using selected notes and/or scales to create expressive ideas.</p> <ol style="list-style-type: none"> 1. To prepare for the culminating assessment activity you will teach students each part of the final task separately: first a rhythmic pattern, then an improvised melody using that rhythmic pattern, and finally a rhythmic improvisation over the initial rhythmic pattern you taught. <ol style="list-style-type: none"> a. Give students a simple rhythmic pattern of no more two bars that includes quarter notes, two eighth notes and quarter rests. b. Have students improvise a simple melody using either do-mi-sol-la OR a pentatonic scale. c. Teach students to play the given rhythmic pattern as an ostinato, using rhythm instruments or vocal sounds. d. Have students improvise a rhythmic pattern over this ostinato. 2. For assessment, divide the class two groups. There are two activities for the groups to perform: <ol style="list-style-type: none"> a. One half of the class will perform the ostinato. The other half, student by student, will perform their melodic improvisations over this ostinato. Then the groups will switch roles. 	

- b. One half of the class will perform the ostinato. The other half, student by student, will perform their rhythmic improvisations over this ostinato. Then the groups will switch roles.
- 3. Display the rubrics provided below and explain how it works.

**See attached Rubrics: [Unit 3 Scoring Guide](#)*

Additional Suggested Assessments:

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations
- Perform rhythm and pitches from basic notation, observing tempo and dynamic changes

Learning Activities:

- Singing
- Develop a Rote-Song repertoire.
- Responding to artworks with empathy (K-2)
- Understanding that artwork reflects historical, cultural, and aesthetic perspectives (K-2)
- Performing in all four arts disciplines at an age-appropriate level (K-2)
- Drawing similarities within and across the arts disciplines (K-2)

Instructional Materials:

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Percussion instruments
- Rhythm instruments

Teacher Resources:

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Modifications & Accommodations:

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<p><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p>	<p><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments.
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<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<ul style="list-style-type: none"> ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. ● Assist student with long and short term planning of assignments. ● Encourage student to proofread assignments and tests. ● Provide regular parent/school communication. ● Teachers will check/sign student agenda daily. ● Student requires use of other assistive technology device. <p style="text-align: center;"><u>Modifications for Assessments:</u></p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes. ● Student may take/complete tests in an alternate setting as needed. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide a copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. ● Assist student with long and short term planning of assignments. ● Encourage student to proofread assignments and tests. ● Provide regular parent/school communication. ● Teachers will check/sign student agenda daily. ● Student requires use of other assistive technology device. <p style="text-align: center;"><u>Modifications for Homework and Assignments:</u></p> <ul style="list-style-type: none"> ● Extended time to complete assignments. ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions.● Distribute study guide for classroom tests.● Establish procedures for accommodations/modifications for assessments.	<ul style="list-style-type: none">● Provide the student with clearly stated (written) expectations and grading criteria for assignments.● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.
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Benway School**Unit 4****Content Area:** Music**Unit Title:** Aesthetic Responses and Critique Methodologies**Grade Level:** 1

Unit Overview: Throughout this unit, students will recognize and name the musical elements they hear in performances of seasonal songs and describe those that correspond to the theme of a specific composition. They will also learn to evaluate the effectiveness of those elements in conveying the intent of the song. Moreover, they will evaluate a performance of a call and response song, and recognize and evaluate the use of musical elements in the song.

Recommended Pacing: 6-8 weeks (February-April)

Student Learning Objectives	NJSLS
Demonstrate an understanding of the similarities and differences of children's singing games from different continents, (e.g., North America, Africa), by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.	1.4.2.A.2, 1.4.2.B.3
Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.	1.4.2.A.3
List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.	1.4.2.B.1, 1.4.2.B.3
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	1.4.2.A.1, 1.4.2.B.2
New Jersey Student Learning Standards	Progress Indicator
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.).	1.4.2.A.1
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.2
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, & visual art).	1.4.2.A.3
Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	1.4.2.A.4
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.	1.4.2.B.1
Apply the principles of positive critique in giving and receiving responses to performances.	1.4.2.B.2

Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	8.1.2.A.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	
Beat, dynamics, form, forte, melody, mood, non-pitched instruments, notes, piano (dynamic), percussion, performance, piano (instrument), pitched instruments, rests, rhythm, solfeggio, step/leap, tempo, timbre, tonal center	
Evidence of Learning	
<p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● Task 1 (SLO 1-3): ● List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song. <p>During this period of instruction, introduce your students to songs that are written specifically to convey elements of the seasons, particular holidays and celebrations and/or patriotic feelings and occasions.</p> <ul style="list-style-type: none"> ○ In each song, teach students to listen for and talk about the dynamics, the rhythm, the instrumentation and the melodic elements that are selected to convey the topic or theme of the song. [You will need to create visual images to help students identify these elements and their contrasts and characteristics in the music.] ○ Have them use the rubric given below to evaluate the effectiveness of these elements in different songs. ○ For the summative assessment, choose two songs you have not discussed in class. Be sure to tell students the theme or title of the compositions. Use the rubric given below to evaluate the student's mastery of these listening concepts and vocabulary. Note that you 	

will need to devise a set of contrasting pairs of pictures to use throughout this unit and also for this summative activity. We suggest that no more than 6 pairs is advisable.

● **Task 2 (SLO 1-4 & 1-5):**

- **1-4** Critique the performance by groups in the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).
- **1-5** Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music (i.e., *The Little Train of the Caipira* by Villa-Lobos).
 1. Select various call and response songs that portray specific themes (for example, ‘Chicka-Hanka’ from <http://kodaly.hnu.edu/collection.cfm>; you might also check the following website for ideas:
<http://thecornerstoneforteachers.com/2014/01/50-fun-call-and-response-ideas-to-get-students-attention.html>.
 2. Teach students the songs and have them perform the songs for each other in small groups.
 3. As each group performs have the rest of the class use the rubric below to describe what they hear in the music that helps to convey the theme, or if you are not using thematic call and response songs, what they hear in terms of melody, rhythm, dynamics and lyrics.
 4. Have students listen to compositions with a particular idea (*The Syncopated Clock* by Leroy Anderson; Finale of Haydn’s *Surprise Symphony*; *Hall of the Mountain King* from the *Peer Gynt Suite* by Edvard Grieg; *Night on Bald Mountain* by Moussourgsky; *Rodeo* by Aaron Copland). Teach them to connect instrumentation, rhythm, and melodic patterns to the particular theme.
 5. Have students use the rubric to describe what they hear.
 6. For the summative assessment, choose either a thematic call or response song performance OR a composition that is designed to convey a particular idea.
 - a. Create copies of the rubric with the theme of the music you are using for the assessment clearly stated.

*See attached rubrics: [Unit 4 Scoring Guide](#)

Additional Suggested Assessments:

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations
- Recognize and name the musical elements they hear in performances of seasonal songs
- Evaluate the effectiveness of those elements in conveying the intent of the song
- Evaluate a performance of a call and response song, and recognize and evaluate the use of musical elements in the song
- Describe musical elements that correspond to the theme of a specific composition

Learning Activities:

- Whole class and small group discussions
- Analyze songs across cultures
- Create short stories

Instructional Materials:

<ul style="list-style-type: none"> ● Silver Burdett Making Music 2002 Edition ● Recorded musical excerpts provided by teacher ● Written material and/or worksheets provided by teacher ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics) ● https://www.artsedge.kennedy-center.org ● http://pbskids.org/games/music/ ● http://www.aep-arts.org/ ● https://amymburns.com/ ● https://www.educationcloset.com/ ● https://edutopia.com 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments. ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide a copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments.

- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape/CD/digital media, as available and appropriate.
- Assign a peer helper in the class setting.
- Provide oral reminders and check student work during independent work time.
- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Assessments:

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

- Extra textbooks for home.
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- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Homework and Assignments:

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

Benway School**Unit 5****Content Area:** Music**Unit Title:** History of the Arts and Culture**Grade Level:** 1**Unit Overview:** In this unit, the students will compare and contrast the musical elements and purposes of patriotic songs from different countries. The students will pay close attention to the common themes they note.**Recommended Pacing:** 6-8 weeks (April-June)

Student Learning Objectives	NJSLS
Identify the common theme of children's songs from different countries (e.g., songs about learning the alphabet/ how to count/ naming colors, animals, singing games).	1.2.2.A.1
Identify the characteristics of patriotic music from different countries (e.g., This is My Country, Something to Sing About – Canada). Listen to recordings/sing the pieces. Compare/contrast musical elements, the purpose of the selections and why the songs can be considered patriotic.	1.2.2.A.2
New Jersey Student Learning Standards	Progress Indicator
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.	1.2.2.A.1
Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	1.2.2.A.2
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Compare the common uses of at least two different digital application and identify the advantages and disadvantages of using each.	8.1.2.A.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8

Key Vocabulary Words

Beat, dynamics, culture, feelings, form, forte, hopping, marching, melody, mood, non-pitched instruments, notes, piano (dynamic), patriotic, percussion, performance, piano (instrument), pitched instruments, rests, rhythm, skipping, solfeggio, step/leap, tempo, timbre, tonal center

Evidence of Learning

Benchmark Assessment:

- **Task 1 (SLO 1-1):**

- Identify the common theme of children's songs from different countries (e.g., songs about learning the alphabet/ how to count/ naming colors, animals, singing games).
 1. Decide on the themes you will use, and then choose children's songs from different countries that use this theme.
 2. Teach your students these songs in groups for each theme, helping them to see the ways the songs are alike because of the theme, and also different.
 3. The final assessment activity should be regarded as formative, rather than summative, and should not be scored. Your goal in this period of instruction is to familiarize students with musical elements and the vocabulary to describe them through singing songs from around the world.

- **Task 2 (SLO 1-2):**

- Identify the characteristics of patriotic music from different countries (e.g., *This Is My Country* –USA; *Something to Sing About* – Canada). Listen to recordings/sing the pieces. Compare/contrast musical elements, the purpose of the selections and why the songs can be considered patriotic.
 1. Introduce your students to a variety of patriotic music from around the world.
 2. As you introduce new examples, explicitly point out the musical elements that characterize the pieces—instrumentation, rhythms, dynamics. Be sure to explain the purpose of each selection in its own culture, and why each is a good example of a patriotic song for its particular country of origin.
 3. After they have listened to a number of examples, ask them to compare two or more pieces and explain how the sounds of the music are similar and different.
 4. The final assessment activity should be regarded as formative, rather than summative, and should not be scored. Your goal in this period of instruction is to familiarize students with musical elements and the vocabulary to describe them through learning about the sound of patriotic music.

Additional Suggested Assessments:

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Sing songs from various countries
- Listen to music from different time periods and cultures
- Sing songs that relate to other disciplines, i.e., math, language arts, social studies, holidays, etc. and the teacher will help them understand the connection
- Relate brief biographies

<ul style="list-style-type: none"> ● Decide which two cultures you will use as the basis for instruction for this period. Choose several games from each culture: <ul style="list-style-type: none"> ○ Teach your students these games, helping them to learn the vocabulary that is used to describe the different in tempo, movement, and the overall feeling the game evokes. ○ The final assessment activity should be regarded as formative, rather than summative, and should not be scored. Your goal in this period of instruction is to familiarize students with musical elements and the vocabulary to describe them through singing games. 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Silver Burdett Making Music 2002 Edition ● Recorded musical excerpts provided by teacher ● Written material and/or worksheets provided by teacher ● Smartboard 	
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