

# **Madison Public Schools**

## **K - 2 General Music Curriculum**

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## Course Overview

### Description

Students in Kindergarten through Second Grade receive one 40-minute period of General Music instruction each week. The music class consists of a wide variety of carefully selected experiences that present music as a means of self-expression and enjoyment, and as an academic discipline. Students learn music through active participation in singing, musical games, listening, reading music, writing music, and playing a variety of classroom instruments. Students are also introduced to theatre, musical theatre, creative movement and dance. Students are exposed to a large number of composers and performers relating to historical and cultural areas from all over the world, as well as the instruments of the band and orchestra. Students are presented materials in a sequence that follows a child's natural ability at various stages of development. The concepts and skills are divided up into activities that include rhythm, melody, terminology, texture, timbre, and performance technique. Through this process and the development of their music literacy, students are encouraged to appreciate music as an art which will become a life-long enjoyment and means of expression.

### Goals

This course aims to:

- Develop the rhythmic and melodic skills needed for musical literacy
- Support the comprehension and analysis of a variety of musical genres through critical listening activities
- Develop and nurture both a love of music and advance skill technique through individual and group performance
- Develop the skills necessary for the composition process through which students compose and perform a variety of music
- Support students in creating and performing original movement
- Develop kinesthetic awareness (balance, flexibility, strength, focus, concentration, coordination)
- Expose students to the foundations of theatre, including character exploration, plot development and performance technique

### Materials

**Core:** Music Play Curriculum ; Purposeful Pathways Levels 1 - 4

**Supplemental:** Silver Burdett Making Music 2003 edition, American Methodology, Adventures in Music Listening levels 1 and 2

### Resources

[Grade K - 2 General Music Suggested Activities and Resources](#)

### Benchmark Assessments

Benchmark assessments are given in congruence with the elementary trimesters and focus on the main ideas and anchor standards of the course. Students will be assessed in groups and as individuals, through dictation, sight reading, composition, and performance.

### **Modifications and Adaptations for Special Needs Learners**

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

## Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Rhythm	ongoing
2	Melody	ongoing
3	Timbre	ongoing
4	Terminology	ongoing
5	Texture	ongoing
6	Performance Technique	ongoing

Unit 1 Overview	
<b>Unit Title:</b> Rhythm	
<b>Unit Summary:</b> This unit teaches the basic rhythmic elements of music. Students will explore and learn about beat, and simple rhythmic notation. They will have the opportunity to perform, read, write, derive, and compose specific rhythmic patterns applicable to their grade level.	
<b>Suggested Pacing:</b> Ongoing	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why do we notate rhythms?</li> <li>• How does the meter affect the way the notes are performed?</li> <li>• Why do we need a steady beat when performing music?</li> <li>• What is the difference between music and noise?</li> <li>• How do the sound patterns we hear relate to the patterns in music</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Almost all music is structured around a steady beat.</li> <li>• Music notation gives us the ability to preserve and share music across cultures and times.</li> <li>• Meter affects the way the notes are organized into heavy and light beats.</li> <li>• To classify sound as music, the sounds are organized in some way.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as 1. group and individual performance during class 2. Worksheets 3. Group discussion 4. Individual discussion during activities	
<b>Summative Assessments:</b> Students will be assessed multiple times a year in a group and as an individual, through dictation, sight reading, composition, and performance.	
<b>Alternative Assessments:</b> A written or computer based assessment will be used when necessary.	

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
Understand and demonstrate that music moves to a steady beat	<p>Content: Grade level appropriate songs and listening selections</p> <p>Skill: Perform steady beat while singing and listening to songs and listening selections</p>	<ol style="list-style-type: none"> <li>1. Solo performance, keeping the beat on unpitched percussion or using body percussion</li> <li>2. Group and solo movement to the steady beat</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas</p>
Distinguish between beat and rhythm	<p>Content: Simple rhythmic songs and listening selections that rhythm and beat can easily be alternated between</p> <p>Skills: Sing song while patting steady beat or clapping rhythm.</p> <p>Alternating between beat and rhythm in the same performance.</p>	<ol style="list-style-type: none"> <li>1. Solo and group performance of simple songs - patting steady beat and clapping rhythm or using unpitched percussion</li> <li>2. Written assessment to identify number of beats in a phrase and syllables per beat.</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p>
Understand and demonstrate that there are strong and weak beats in music	<p>Content: Simple songs and melodies that have a clear strong and weak beat, (2/4)</p> <p>Skill: Sing song or listen to a piece, performing the steady beat in such a way to demonstrate the strong beat as different.</p>	<ol style="list-style-type: none"> <li>1. Solo and group performance of a song while students keep the beat in such a way to demonstrate a strong beat and a weak beat</li> <li>2. Written assessment - students will mark the words that occur on the strong beats</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as</p>

			<p>artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p>
Understand and demonstrate that beats can be grouped in 2s, 3s or 4s	<p>Content: Simple songs and listening pieces that beats can clearly be grouped</p> <p>Skill: Counting the beats as they occur in a pattern of strong and weak beats to identify groupings of 2, 3, or 4</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Sight Reading</li> <li>4. Composition</li> <li>5. Dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p>
Understand, perform, and compose music written in simple meter - 2/4 and 4/4	<p>Content: Songs that have an easily identifiable meter of 2/4 and 4/4</p> <p>Skills: Perform different meters using body percussion with heavy beat on lap and light beats on shoulders while singing a song.</p> <p>Derive meter of a known song through listening.</p> <p>Derive meter of a known song through reading.</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Sight Reading</li> <li>4. Composition</li> <li>5. Dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.</p> <p>1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p>
Understand, perform and compose music containing Quarter Notes(ta), Barred Eighth Notes(ti-ti), and Quarter Rests	<p>Content: Flash cards, worksheets, songs, composition activities.</p> <p>Skills: Read and Perform rhythms containing quarter</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Sight Reading</li> <li>4. Composition</li> <li>5. Dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p>

	<p>notes, barred eighth notes, and quarter rests</p> <p>Compose a rhythm containing quarter notes, barred eighth notes, and quarter rests</p>		<p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>
Understand, perform and compose rhythmic ostinatos containing known rhythmic notations	<p>Content: Simple songs and melodies that be accompanied by rhythmic ostinatos</p> <p>Skill: Read and perform a simple rhythmic ostinato while singing or listening to a selection</p> <p>Compose a simple rhythmic ostinato using known rhythmic elements, to be performed on unpitched percussion or body percussion</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Sight Reading</li> <li>4. Composition</li> <li>5. Dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Understand, perform and compose music using a tie to extend the duration of a note.	<p>Content: Flash cards, worksheets, songs, composition activities.</p> <p>Skills: Read and Perform rhythms containing a tie</p> <p>Compose a rhythm containing a tie within a measure to create a half note</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Sight Reading</li> <li>4. Composition</li> <li>5. Dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as</p>

	Compose a rhythm containing a tie that crosses the barline		<p>artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Understand, perform and compose music containing half note(ta-a), half rest, whole note(ta-a-a-a), and whole rest	<p>Content: Flash cards, worksheets, songs, composition activities.</p> <p>Skills: Read and Perform rhythms containing half notes, half rests, whole notes, and whole rests</p> <p>Compose a rhythm containing half notes and rests</p> <p>Compose a rhythm containing whole notes and one whole rest</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Sight Reading</li> <li>4. Composition</li> <li>5. Dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>
Understand, perform and compose music containing 4 barred sixteenth notes (ti-ka-ti-ka)	<p>Content: Flash cards, worksheets, songs, composition activities.</p> <p>Skills: Read and Perform rhythms containing sixteenth notes</p> <p>Compose a rhythm containing sixteenth notes</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Sight Reading</li> <li>4. Composition</li> <li>5. Dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p>



			<p>9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).</p>
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Unit 2 Overview	
<b>Unit Title:</b> Melody	
<b>Unit Summary:</b> This unit teaches the basic melodic elements of music. Students will explore and learn about pitch and simple melodic notation. They will have the opportunity to perform, read, write, derive, and compose specific melodic patterns applicable to their grade level.	
<b>Suggested Pacing:</b> Ongoing	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why do we notate pitch?</li> <li>• How does the pitch placement affect the way the notes are performed?</li> <li>• Why do we need a different staves for pitch notation?</li> <li>• What is the difference between music and noise?</li> <li>• How does culture affect the music?</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Almost all instrumental and vocal music is structured around the concept of pitch placement</li> <li>• Music notation gives us the ability to preserve and share music across cultures and times.</li> <li>• Key signatures and modes affects the way the notes are related to each other, based on half steps, whole steps, and skips.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as 1. group and individual performance during class 2. Worksheets 3. Group discussion 4. Individual discussion during activities	
<b>Summative Assessments:</b> Students will be assessed multiple times a year in a group and as an individual, through dictation, sight reading, composition, and performance.	
<b>Alternative Assessments:</b> A written or computer based assessment with questions and answers will be used when necessary	

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLS)</b>
Understand and demonstrate that sounds may be high, low or in the middle.	<p><b>Content:</b> Any music that students can identify high, low and middle sections or individual notes</p> <p><b>Skills:</b> 1. listen to and critique music that demonstrates high, middle and low parts of the melody 2. perform and compose music that demonstrates high, middle and low using their voice or pitched percussion</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. composition</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Understand and demonstrate melodic contour. I.e: sounds move high - low or low - high	<p><b>Content:</b> Songs and simple melodies with clear melodic contour</p> <p><b>Skills:</b> Reading and notating melodic contour through notation or iconic representation or body movement</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p>
Understand, perform and compose simple melodic patterns, containing so-mi and so-mi-la	<p><b>Content:</b> Songs with easily isolated phrases containing the target notes and intervals.</p> <p><b>Skills:</b></p>	<ol style="list-style-type: none"> <li>1. Sight reading</li> <li>2. Dictation</li> <li>3. Composition</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p>

	Read, perform and notate melodic phrases using staff notation and solfege		<p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>
Understand, perform and compose simple pentatonic songs and patterns containing do re mi sol and la	<p>Content: Songs with easily isolated phrases containing the target notes and intervals.</p> <p>Skills: Read, perform and notate melodic phrases using staff notation and solfege</p>	<ol style="list-style-type: none"> <li>1. Sight reading</li> <li>2. Dictation</li> <li>3. Composition</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p>
Understand, perform and compose simple pentatonic songs and patterns containing High Do, Low La and Low Sol	<p>Content: Songs with easily isolated phrases containing the target notes and intervals.</p> <p>Skills: Read, perform and notate melodic phrases using staff notation and solfege</p>	<ol style="list-style-type: none"> <li>1. Sight reading</li> <li>2. Dictation</li> <li>3. Composition</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama</p>

			experiences (e.g., process drama, story drama, creative drama) with peers.
Understand and Demonstrate the difference between the melodic intervals - step, skip and leap	<p>Content: Songs with easily isolated phrases containing the target notes and intervals.</p> <p>Skills: Read, perform and notate melodic phrases using staff notation and solfege</p>	<ol style="list-style-type: none"> <li>1. Sight reading</li> <li>2. Dictation</li> <li>3. Composition</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>

Unit 3 Overview
<b>Unit Title:</b> Timbre
<b>Unit Summary:</b> This unit teaches the basic elements of timbre and how different materials and instruments create different sounds. Students will have the opportunity to hear, see and play musical instruments from different families and around the world. Students will learn key characteristics in how the instruments sound in order to identify and classify them.
<b>Suggested Pacing:</b> ongoing
Learning Targets
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why do instruments sound different?</li> <li>• How does the material used to make the instrument affect the sound?</li> <li>• Why are there differences between instruments in different cultures?</li> </ul>
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The materials used to make instruments vary in how they conduct the sound vibrations, therefore affecting the way the instrument sounds .</li> <li>• Different areas of the world value different sound qualities, therefore affecting the preferred sound in instruments.</li> </ul>
Evidence of Learning
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as 1. group and individual performance during class 2. Worksheets 3. Group discussion 4. Individual discussion during activities
<b>Summative Assessments:</b> Students will be assessed through aural and written quizzes as performance of different instruments.
<b>Alternative Assessments:</b> 1. Students will have to opportunity to present an instrument or family of instruments to the class, describing/demonstration the key attributes and playing technique 2. Students can play Instrument Bingo and World Instrument Bingo for a grade

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<p>Understand and demonstrate vocal timbre (speaking voice, singing voice, whisper voice, loud voice, high/low voice)</p>	<p>Content: Simple songs, poems and activities for vocal exploration</p> <p>Skills: Use different vocal timbres in performance</p> <p>Identify different vocal timbres in listening selections</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p>
<p>Understand and demonstrate body percussion to create different sounds</p>	<p>Content: Simple songs, poems and rhythmic patterns that can be performed using body percussion</p> <p>Skills: Demonstrate and describe the difference in sounds created using body percussion</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people</p> <p>6.1.P.D.3 Express individuality and cultural diversity</p> <p>6.1.P.D.4 Learn about and respect other cultures within the classroom and community</p> <p>1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p> <p>1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.</p> <p>1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</p>

Classify non-pitched percussion instruments	<p>Content: Unpitched percussion instruments to be used in performance</p> <p>Skills: Identify and describe key attributes of each instrument to classify into groups based on similarities</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p>
Identify Orchestra families and classify instruments based on key attributes of each family.	<p>Content: Listening to various orchestral recordings, featuring different instrument families and solo instruments</p> <p>Skills: Listen to an instrument and identify family and instrument name</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p>



Unit 4 Overview	
<b>Unit Title:</b>	Terminology
<b>Unit Summary:</b>	This unit teaches basic terminology for musical expression and literacy. Students will have the opportunity to learn the definitions and experience the concepts that define these musical terms
<b>Suggested Pacing:</b>	Ongoing
Learning Targets	
<b>Unit Essential Questions:</b>	<ul style="list-style-type: none"> <li>• How do we show emotions through music, with and without words?</li> <li>• How do dynamics and tempo markings change a piece of music?</li> <li>• Why do we follow a composer's dynamic markings?</li> <li>• Why are music markings written in Italian?</li> <li>• How do composers structure their music and why?</li> </ul>
<b>Unit Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• The dynamics and tempo of a piece can drastically affect the interpretation of a piece of music.</li> <li>• Dynamics, tempo, and other musical signs allow us to perform music the way a composer imagined it to be.</li> <li>• Music is written down to preserve it and specific words and terminology help us to interpret it, how the composer intended for it to sound.</li> <li>• Music can be written in different forms and patterns</li> </ul>
Evidence of Learning	
<b>Formative Assessments:</b>	A variety of formative assessments will be used throughout the lesson, such as 1. group and individual performance during class 2. Worksheets 3. Group discussion 4. Individual discussion during activities
<b>Summative Assessments:</b>	Students will be assessed multiple times a year in a group and as an individual, through dictation, sight reading, composition, and performance. Short written vocabulary assessments will also be given

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
Understand and demonstrate that the beat in music can be fast or slow (Tempo)	<p><b>Content:</b> At least two pieces of music and songs of varying tempos</p> <p><b>Skills:</b> Perform the steady beat for each piece, to identify and describe the difference in the tempo</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>
Understand tempo markings of Largo, Andante, and Presto	<p><b>Content:</b> Any selected music performed at the targeted tempos of Largo, Andante and Presto</p> <p><b>Skill:</b> Perform, identify and describe the beat according to the tempos Largo, Andante and Presto</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>
Understand tempo markings of Adagio, Moderato, Allegro, Prestissimo	<p><b>Content:</b> Any selected music performed at the targeted tempos of Adagio, Moderato, Allegro, and Prestissimo</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p>

	<p>Skill: Perform, identify and describe the beat according to the tempos Adagio, Moderato, Allegro, and Prestissimo</p>	<p>4. Sight reading 5. dictation</p>	<p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>
<p>Understand and demonstrate that the tempo can change gradually or suddenly</p>	<p>Content: Selected pieces of music that demonstrate contrast in tempo in the same piece</p> <p>Any known song to be performed in different tempos</p> <p>Skill: Listen selections and perform songs in varying tempo, to identify tempo changes</p> <p>Conduct a performance, changing tempos as song is repeated or during the same performance</p>	<p>1. Large Group performance or discussion 2. Small group/solo performance 3. Composition 4. Sight reading 5. dictation</p>	<p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people</p> <p>6.1.P.D.3 Express individuality and cultural diversity</p> <p>6.1.P.D.4 Learn about and respect other cultures within the classroom and community</p>
<p>Understand demonstrate that music can be loud (forte) or soft (piano)</p>	<p>Content: Selected pieces of music that demonstrate contrast in dynamics</p> <p>Skill: Listen to selections and perform songs with dynamic contrast, to identify dynamic changes</p> <p>Conduct a performance, changing dynamics as song is repeated or during the same performance</p>	<p>1. Large Group performance or discussion 2. Small group/solo performance 3. Composition 4. Sight reading 5. dictation</p>	<p>1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people</p> <p>6.1.P.D.3 Express individuality and cultural diversity</p> <p>6.1.P.D.4 Learn about and respect other cultures within the classroom and community</p>
<p>Understand and demonstrate dynamic terms <i>pp, p, mp, mf, f, ff</i></p>	<p>Content: Selected pieces of music that demonstrate contrast in dynamics</p>	<p>1. Large Group performance or discussion 2. Small group/solo performance 3. Composition</p>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p>

	<p>Skill: Listen to selections and perform songs with dynamic contrast, to identify dynamic changes</p> <p>Conduct a performance, changing dynamics as song is repeated or during the same performance</p>	<p>4. Sight reading</p> <p>5. dictation</p>	<p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>
<p>Understand and demonstrate how changes in dynamic add to the effect of the music</p>	<p>Content: Selected pieces of music that demonstrate contrast in dynamics</p> <p>Skill: Listen to selections and perform songs with dynamic contrast, to identify dynamic changes</p> <p>Conduct a performance, changing dynamics as song is repeated or during the same performance</p>	<p>1. Large Group performance or discussion</p> <p>2. Small group/solo performance</p> <p>3. Composition</p> <p>4. Sight reading</p> <p>5. dictation</p>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>

Understand and demonstrate that music can be described as smooth (Legato) or choppy (staccato)	<p>Content: Selected pieces of music that demonstrate contrast in articulation</p> <p>Skill: Listen to selections and perform songs with articulation changes, identifying the carrying sections</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.1.2.Reg9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.</p>
Understand and demonstrate that music can be organized into sections (same/different)	<p>Content: Any selected piece of music that is not through composed.</p> <p>Skills: Listen, Read, Perform, Analyze parts of a piece of music to identify sections that are the same or different</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p> <p>8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>
Understand and demonstrate that music is organized into phrases which may be long or short	<p>Content: Any selected piece of music to listen to or perform</p> <p>Skills: Identify phrases and compare the length.</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or</p>

			<p>other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p> <p>8.2.5.C.7 Work with peers to redesign an existing product for a different purpose</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology</p>
Understand and demonstrate that a piece of music may be comprised of MORE than two different sections	<p>Content: Any selected piece of music that is not through composed.</p> <p>Skills: Listen, Read, Perform, Analyze parts of a piece of music to identify sections that are the same or different</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>
Use letters to identify different sections of music within the same piece (AB, ABA, AABA)	<p>Content: Any selected piece of music that is not through composed.</p> <p>Skills: Listen, Read, Perform, Analyze parts of a piece of music to identify sections using letters</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or</p>

			<p>other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p>
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Unit 5 Overview	
<b>Unit Title:</b> Texture and Harmony	
<b>Unit Summary:</b> This unit teaches the basic elements of harmony and texture. Students will have the opportunity to perform, read, write, derive, and compose music using various types of texture applicable to their grade level.	
<b>Suggested Pacing:</b> Ongoing - Each Concept is included in a spiral curriculum that spans 3 years, so it is listed as ongoing, however each item in the unit should span 3 - 5 weeks from preparation through presentation and into ongoing practice	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is Harmony?</li> <li>• What is texture in music?</li> <li>• How does adding more sounds create different effects on the music?</li> <li>• How can we create harmony?</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Harmony is when you have multiple pitches at the same time</li> <li>• As layers of sound are added, the texture of the music is enhanced</li> <li>• The more texture a piece of music has, the more interesting it becomes to listen to</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as 1. group and individual performance during class 2. Worksheets 3. Group discussion 4. Individual discussion during activities	
<b>Summative Assessments:</b> Students will be assessed multiple times a year in a group and as an individual, through dictation, sight reading, composition, and performance. Short written assessments will also be given	



<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<p>Understand that two or more sound can occur simultaneously</p>	<p>Content: Songs and listening pieces from all genres that demonstrates ensemble performance.</p> <p>Skill: Sing, play and listen to music with an ensemble</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).</p>
<p>Understand and demonstrated that melodies can be accompanied by harmony</p>	<p>Content: Songs and listening pieces from all genres that demonstrate accompaniment</p> <p>Skill: Sing, play and listen to music with accompaniment and harmony</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse</p>

			<p>styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.</p>
<p>Understand and demonstrate that pitched percussion can create harmony</p>	<p><b>Content:</b> Songs and listening pieces that feature pitched orchestra percussion, orff instruments or boomwhackers</p> <p><b>Skill:</b> Play simple melodic patterns using two notes and two mallets together.</p> <p>Listen to orchestral pieces that feature pitched percussion instruments with another section of the orchestra</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>
<p>Accompany simple melodies with ostinato or bordun on pitched percussion instruments</p>	<p><b>Content:</b> Simple songs that can be accompanied with only 1 or two chords, to be played on boomwhackers or orff instruments</p> <p><b>Skill:</b> Sing, Read and play simple songs while accompanying the melody on orff instruments or boomwhackers</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>CRP1. Act as a responsible and contributing citizen</p>

			<p>and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>
Read, write and perform simple rounds and canons	<p>Content: Any age appropriate simple rounds and canons</p> <p>Skill: Read, perform, and listen to performances of simple rounds and canons</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a</p>

			guided drama experience (e.g., process drama, story drama, creative drama).
Read, write and perform simple two part songs or partner songs	<p>Content: Any simple age appropriate 2 part songs</p> <p>Skill: Read, write, and perform partner and two-part songs</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> <li>3. Composition</li> <li>4. Sight reading</li> <li>5. dictation</li> </ol>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>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.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people</p> <p>6.1.P.D.3 Express individuality and cultural diversity</p> <p>6.1.P.D.4 Learn about and respect other cultures within the classroom and community</p> <p>1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.</p>

Unit 6 Overview	
<b>Unit Title:</b> Performance Technique	
<b>Unit Summary:</b> This unit will teach the fundamentals of proper technique when playing instruments. Students will focus on pitched and unpitched percussion instruments. Students will have the opportunity to perform, read, write, derive, and compose specific pieces of music for the pitched and unpitched instruments.	
<b>Suggested Pacing:</b> Ongoing	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I get the best sound out of the instrument?</li> <li>• What is the best way to play the instrument?</li> <li>• How does posture affect the way I play and why?</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The way you hold an instrument affects the way it sounds</li> <li>• The way you stand or sit affects the way an instrument sounds and the ease of playing the instrument</li> <li>• Instruments can be played with varying technique which affect the sound and ability to play them</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as 1. group and individual performance during class 2. Worksheets 3. Group discussion 4. Individual discussion during activities	
<b>Summative Assessments:</b> Students will be assessed multiple times a year in a group and as an individual, through dictation, sight reading, composition, and performance. Short written vocabulary assessments will also be given	

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<p>Demonstrate appropriate vocal singing technique to match pitch and sing in-tune with others</p>	<p>Content: Selected melodic phrases and songs to be sung</p> <p>Skill: Matching pitch</p> <p>Singing in tune with an ensemble</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> </ol>	<p>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.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique</p> <p>1.3.2.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.</p> <p>1.3.2.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.</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p> <p>1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.</p> <p>1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.</p>
<p>Demonstrate appropriate playing techniques for unpitched percussion instruments - sticks, hand drum, tambourine, maracas, etc.</p>	<p>Content: Songs, speech and listening pieces from any genre</p> <p>Skill: playing rhythms, steady beat and sound effects with correct position to achieve desired sounds.</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> </ol>	<p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR - PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>

<p>Demonstrate appropriate posture and proper playing technique for orff instruments</p>	<p>Content: Songs and pieces from all genres, selected based on difficulty level for student players</p> <p>Skill: Proper hand position and mallet placement in the middle of the bar, to achieve the best sound on orff instruments</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> </ol>	<p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p> <p>1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).</p>
<p>Demonstrate appropriate playing technique for boomwhackers</p>	<p>Content: Songs and pieces from all genres, selected based on difficulty level for student players</p> <p>Skill: Proper hand placement on boomwhacker and striking technique to achieve the best sound</p>	<ol style="list-style-type: none"> <li>1. Large Group performance or discussion</li> <li>2. Small group/solo performance</li> </ol>	<p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>