



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2014**

Subject Content: Music Grade Kindergarten – 5<sup>th</sup> Grade

Indicates the Curriculum Map

Note: Based on program review, the performance unit needs to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to that are taught in sequence but also need to be taught as needed based on the performance.

Weeks 1 – 3	Weeks 4 – 6
<b>Topic</b> <b>Purposes for Creating the Arts</b>	<b>Topic</b> <b>Elements of Music</b>
<b>Core Content 4.1</b>	<b>Core Content 4.1</b>
<p><b>Primary</b> AH-EP-3.1.1 Students will experience music created for a variety of purposes.</p> <p><b>Fourth Grade</b> AH-04-3.1.1 Students will identify how music fulfills a variety of purposes.</p> <p><b>Fifth Grade</b> AH-05-3.1.1 Students will describe or explain how music fulfills a variety of purposes.</p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b> A.AH-P-PCA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).            AH-P-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.            AH-P-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p>B.AH-P-PCA-S-Mu: Skills and Concepts – Music Students will:            AH-P-PCA-S-Mu1: begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)            AH-P-PCA-S-Mu2: listen to and perform music created to fulfill a variety of specific purposes</p> <p><b>Fourth Grade</b> A.AH-4-PCA-U: Enduring Knowledge – Understandings Students will understand that:            AH-4-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).            AH-4-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.            AH-4-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p><b>Primary</b> AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical terminology.            AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fourth Grade</b> AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.            AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fifth Grade</b> AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.            AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b> A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.            AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.            AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:            AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p>

**B.AH-4-PCA-S-Mu: Skills and Concepts – Music Students will:**  
**AH-4-PCA-S-Mu1: identify purposes for which music is created**  
 (e.g., ceremonial, recreational, artistic expression)  
**AH-4-PCA-S-Mu2: listen to and perform music created to fulfill a variety of specific purposes**  
**Fifth Grade**  
**A.AH-5-PCA-U: Enduring Knowledge – Understandings Students will understand that:**  
**AH-5-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).**  
**AH-5-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.**  
**AH-5-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.**  
**B.AH-5-PCA-S-Mu: Skills and Concepts – Music Students will:**  
**AH-5-PCA-S-Mu1: describe and compare multiple purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)**  
**AH-5-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill a variety of specific purposes**

AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others  
 AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical effects  
 AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)  
**Fourth Grade**  
 A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:  
 AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.  
 AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.  
 AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.  
 B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:  
 AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology  
 AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others  
 AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects  
 AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)  
**Fifth Grade**  
 A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:  
 AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.  
 AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.  
 AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.  
 B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:  
 AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology  
 AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others  
 AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects  
 AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Subtopic Ceremonial	Subtopic Artistic Expression	Subtopic Recreational	Subtopic Rhythm/Tempo	Subtopic Rhythm/Tempo	Subtopic Rhythm/Tempo
<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-3: I can recognize that music has different purposes. 4-5: I can classify music into the three purposes: Ceremonial.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-3: I can recognize that music has different purposes. 4-5: I can classify music into the three purposes: Artistic Expression.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-3: I can recognize that music has different purposes. 4-5: I can classify music into the three purposes: Recreational.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-3: I can tell the difference between beat and rhythm 2-3: I can differentiate between slow and faster music. 4-5: I can define and identify different tempos. 4-5: I can justify the use of different tempos to fit various styles and modes. 4-5: I can rhythmically compose a measure and select the correct time signature from an auditory example.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-3: I can tell the difference between beat and rhythm 2-3: I can differentiate between slow and faster music. 4-5: I can define and identify different tempos. 4-5: I can justify the use of different tempos to fit various styles and modes. 4-5: I can assign beat values and compose new measures using rhythmic duration.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-3: I can tell the difference between beat and rhythm 2-3: I can differentiate between slow and faster music. 4-5: I can define and identify different tempos. 4-5: I can justify the use of different tempos to fit various styles and modes. 4-5: I can recognize and define the usage of a bar line.</p>
<p><b>Critical Vocabulary</b></p> <p>Ceremonial</p>	<p><b>Critical Vocabulary</b></p> <p>Ceremonial Artistic Expression</p>	<p><b>Critical Vocabulary</b></p> <p>Ceremonial Artistic Expression Recreational</p>	<p><b>Critical Vocabulary</b></p> <p>Beat Fast Slow Rhythm Time Signature Quarter Note / Rest Half Note / Rest Whole Note / Rest</p>	<p><b>Critical Vocabulary</b></p> <p>Beat Fast Slow Rhythm Time Signature Quarter Note / Rest Half Note / Rest Whole Note / Rest</p>	<p><b>Critical Vocabulary</b></p> <p>Beat Fast Slow Rhythm Time Signature Quarter Note / Rest Half Note / Rest Whole Note / Rest</p>
<p><b>Strategies/Activities</b></p> <p>Listen, recognize and respond to the purposes of music</p>	<p><b>Strategies/Activities</b></p> <p>Listen, recognize and respond to the purposes of music</p>	<p><b>Strategies/Activities</b></p> <p>Listen, recognize and respond to the purposes of music</p>	<p><b>Strategies/Activities</b></p> <p>Listen, recognize and move to various beats and rhythms Create a Rhythmic piece to be performed Move to music Produce slow and faster beats Define and identify different tempos</p>	<p><b>Strategies/Activities</b></p> <p>Listen, recognize and move to various beats and rhythms Create a Rhythmic piece to be performed Move to music Produce slow and faster beats Define and identify</p>	<p><b>Strategies/Activities</b></p> <p>Listen, recognize and move to various beats and rhythms Create a Rhythmic piece to be performed Move to music Produce slow and faster beats Define and identify</p>

				different tempos	different tempos
<p><b>Balanced Assessment: Formative:</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources
<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>
Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.

Weeks 7-9	Weeks 10-12
Topic Elements of Music	Topic Elements of Music
<p style="text-align: center;"><b>Core Content 4.1</b></p> <p><b>Primary</b>            AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical terminology.            AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fourth Grade</b>            AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.            AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fifth Grade</b>            AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.            AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p><b>Primary</b>            A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.            AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.            AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.            B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:            AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology            AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others            AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical effects            AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fourth Grade</b>            A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:            AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p>	<p style="text-align: center;"><b>Core Content 4.1</b></p> <p><b>Primary</b>            AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical terminology.            AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fourth Grade</b>            AH-04-1.1.1 Students will identify or describe elements of music in a variety of music.            AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fifth Grade</b>            AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.            AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p><b>Primary</b>            A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.            AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.            AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.            B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will:            AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology            AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others            AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical effects            AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fourth Grade</b>            A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:            AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p>

<p>AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p>AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fifth Grade</b></p> <p>A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p>			<p>AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p>AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fifth Grade</b></p> <p>A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p>		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Subtopic Dynamics</b>	<b>Subtopic Dynamics</b>	<b>Subtopic Form</b>	<b>Subtopic Melody</b>	<b>Subtopic Melody</b>	<b>Subtopic Melody</b>
<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-5: I can tell the difference between loud and soft.</p> <p>2-5: I can tell the difference between loud and soft and identify symbols for forte and piano.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-1: I can tell the difference between loud and soft.</p> <p>2-3: I can tell the difference between loud and soft and identify symbols for forte and piano.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-1: I can move to different sections of music.</p> <p>2-3: I can hear the difference between major and minor songs.</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-1: I can sing a melody and show its shape.</p> <p>2-3: I can sing and play simple melodic and rhythmic patterns by reading simple</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-1: I can tell the difference between high and low pitch.</p> <p>2-3: I can recognize the usage of bar-lines and</p>	<p><b>Skills to be Taught (Learning Targets - I can statements)</b></p> <p>K-1: I can identify the treble clef symbol.</p> <p>2-3: I can recognize the usage of bar-lines and measures in music.</p>

	4-5: I can identify and perform different dynamic levels.		notation in a variety of styles. 4-5: I can identify all notes on the treble clef staff from middle C to High F.	measures in music. 4-5: I can create and notate short, simple melodies that demonstrate melodic shape/contour and meter.	4-5: I can create and perform simple melodic or rhythmic accompaniments to given melodies.
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Loud Soft Piano Forte	Loud Soft Piano Forte	Form Call and Response AB ABA Round Repeat Sign	Melody Treble Clef	Melody Treble Clef	Melody Treble Clef
<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>
Produce loud and soft sounds Define and identify different dynamics	Produce loud and soft sounds Define and identify different dynamics	Listen, recognize and move to various Forms of music	Move to music demonstrating the shape of the melody Recognize Treble Clef Recognize notes on a Treble clef staff	Move to music demonstrating the shape of the melody Recognize Treble Clef Recognize notes on a Treble clef staff	Move to music demonstrating the shape of the melody Recognize Treble Clef Recognize notes on a Treble clef staff
<b>Balanced Assessment: Formative:</b>	<b>Balanced Assessment: Formative:</b>	<b>Balanced Assessment: Formative:</b>	<b>Balanced Assessment: Formative:</b>	<b>Balanced Assessment: Formative:</b>	<b>Balanced Assessment: Formative:</b>
All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.
<b>Summative:</b>	<b>Summative:</b>	<b>Summative:</b>	<b>Summative:</b>	<b>Summative:</b>	<b>Summative:</b>
School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	All County Choir program – Performance would be summative with a written/oral critique by performers and observers.	All County Choir program – Performance would be summative with a written/oral critique by performers and observers.	All County Choir program – Performance would be summative with a written/oral critique by performers and observers.
<b>Common:</b>	<b>Common:</b>	<b>Common:</b>	<b>Common:</b>	<b>Common:</b>	<b>Common:</b>
(PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	(PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	(PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	(PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	(PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	(PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>

Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources
<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>
Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.



Weeks 13-15	Weeks 16-18
<p style="text-align: center;"><b>Topic</b> <b>Processes in the Arts</b></p>	<p style="text-align: center;"><b>Topic</b> <b>Processes in the Arts</b></p>
<p style="text-align: center;"><b>Core Content 4.1</b></p>	<p style="text-align: center;"><b>Core Content 4.1</b></p>
<p><b>Primary</b> AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation. AH-EP-4.1.5: Students will sing alone and with others a varied repertoire of music.</p> <p><b>Fourth Grade</b> AH-04-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-04-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies. AH-04-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-04-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-04-4.1.5: Students will sing alone and with others a varied repertoire of music.</p> <p><b>Fifth Grade</b> AH-05-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-05-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies. AH-05-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-05-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-05-4.1.5: Students will sing alone and with others a varied repertoire of music.</p>	<p><b>Primary</b> AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation. AH-EP-4.1.5: Students will sing alone and with others a varied repertoire of music.</p> <p><b>Fourth Grade</b> AH-04-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-04-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies. AH-04-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-04-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-04-4.1.5: Students will sing alone and with others a varied repertoire of music.</p> <p><b>Fifth Grade</b> AH-05-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. AH-05-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies. AH-05-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases. AH-05-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. AH-05-4.1.5: Students will sing alone and with others a varied repertoire of music.</p>
<p style="text-align: center;"><b>Common Core Standards</b></p>	<p style="text-align: center;"><b>Common Core Standards</b></p>
<p><b>Primary</b> A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer. AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences. B.AH-P-PA-S-Mu: Skills and Concepts – Music Students will:</p>	<p><b>Primary</b> A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer. AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences. B.AH-P-PA-S-Mu: Skills and Concepts – Music Students will:</p>

AH-P-PA-S-Mu1: be actively involved in creating and performing music alone and with others  
AH-P-PA-S-Mu2: begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others  
AH-P-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)  
AH-P-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

#### Fourth Grade

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that:  
AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.  
AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.  
AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.  
AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-4-PA-S-Mu: Skills and Concepts – Music Students will:

AH-4-PA-S-Mu1: be actively involved in creating and performing music alone and with others  
AH-4-PA-S-Mu2: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others  
AH-4-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)  
AH-4-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

#### Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that:  
AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.  
AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.  
AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.  
AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-5-PA-S-Mu: Skills and Concepts – Music Students will:

AH-5-PA-S-Mu1: be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others  
AH-5-PA-S-Mu2: sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles  
AH-5-PA-S-Mu3: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-P-PA-S-Mu1: be actively involved in creating and performing music alone and with others  
AH-P-PA-S-Mu2: begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others  
AH-P-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)  
AH-P-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

#### Fourth Grade

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that:  
AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.  
AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.  
AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.  
AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-4-PA-S-Mu: Skills and Concepts – Music Students will:

AH-4-PA-S-Mu1: be actively involved in creating and performing music alone and with others  
AH-4-PA-S-Mu2: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others  
AH-4-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)  
AH-4-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

#### Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that:  
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AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-5-PA-S-Mu: Skills and Concepts – Music Students will:

AH-5-PA-S-Mu1: be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others  
AH-5-PA-S-Mu2: sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles  
AH-5-PA-S-Mu3: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-5-PA-S-Mu4: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest) AH-5-PA-S-Mu5: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way			AH-5-PA-S-Mu4: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest) AH-5-PA-S-Mu5: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)
<p>K-3: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</p> <p>4-5: I can create and notate short, simple melodies that demonstrate melodic shape, contour and meter.</p> <p>4-5: I can sing alone and with others a varied repertoire of music.</p> <p>4-5: I can critique the performance of a piece of music using appropriate elements of music.</p>	<p>K-3: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</p> <p>4-5: I can create and notate short, simple melodies that demonstrate melodic shape, contour and meter.</p> <p>4-5: I can sing alone and with others a varied repertoire of music.</p> <p>4-5: I can critique the performance of a piece of music using appropriate elements of music.</p>	<p>K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation</p> <p>2-3: I can sing alone and with others a varied repertoire of music.</p> <p>4-5: I can sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</p> <p>4-5: I can create and perform simple melodic or rhythmic accompaniments to given melodies.</p> <p>4-5: I can critique the performance of a piece of music using appropriate elements of music.</p>	<p>K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation</p> <p>2-3: I can sing alone and with others a varied repertoire of music.</p> <p>4-5: I can sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</p> <p>4-5: I can create and perform simple melodic or rhythmic accompaniments to given melodies.</p> <p>4-5: I can critique the performance of a piece of music using appropriate elements of music.</p>	<p>K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation</p> <p>2-3: I can sing alone and with others a varied repertoire of music.</p> <p>4-5: I can improvise answers in similar style to given rhythmic and/or phrases.</p> <p>4-5: I can critique the performance of a piece of music using appropriate elements of music.</p>	<p>K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation</p> <p>2-3: I can sing alone and with others a varied repertoire of music.</p> <p>4-5: I can improvise answers in similar style to given rhythmic and/or phrases.</p> <p>4-5: I can critique the performance of a piece of music using appropriate elements of music.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Perform Create Rehearse Critique	Perform Create Rehearse Critique	Perform Create Rehearse Critique	Perform Create Rehearse Critique	Perform Create Rehearse Critique	Perform Create Rehearse Critique
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.	Present a performance for a selected audience.
Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment: Formative:	Balanced Assessment: Formative:

<p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b> Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b> Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b> Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b> Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b> Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b> Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources
<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>
Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.

Weeks 19-21	Weeks 22-24
<p style="text-align: center;"><b>Topic</b> <b>Elements of Music</b></p>	<p style="text-align: center;"><b>Topic</b> <b>Elements of Music</b></p>
<p style="text-align: center;"><b>Core Content 4.1</b></p>	<p style="text-align: center;"><b>Core Content 4.1</b></p>
<p><b>Primary</b> AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical terminology. AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fourth Grade</b> AH-04-1.1.1 Students will identify or describe elements of music in a variety of music. AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fifth Grade</b> AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music. AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>	<p><b>Primary</b> AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical terminology. AH-EP-1.1.2: Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fourth Grade</b> AH-04-1.1.1 Students will identify or describe elements of music in a variety of music. AH-04-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p> <p><b>Fifth Grade</b> AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music. AH-05-1.1.2: Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>
<p style="text-align: center;"><b>Common Core Standards</b></p>	<p style="text-align: center;"><b>Common Core Standards</b></p>
<p><b>Primary</b> A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing. AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components. B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will: AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical effects AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fourth Grade</b> A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating</p>	<p><b>Primary</b> A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing. AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components. B.AH-P-SA-S-Mu: Skills and Concepts – Music Students will: AH-P-SA-S-Mu1: begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology AH-P-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical effects AH-P-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fourth Grade</b> A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p>

<p>and performing.</p> <p>AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p>AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fifth Grade</b></p> <p>A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p>	<p>AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p>AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-4-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-4-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-4-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-4-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-4-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p> <p><b>Fifth Grade</b></p> <p>A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-5-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p>
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CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Subtopic Harmony	Subtopic Harmony	Subtopic Harmony	Subtopic Timbre / Instrument Families	Subtopic Timbre / Instrument Families	Subtopic Timbre / Instrument Families
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)
K-3: I can move to different sections of music. 4-5: I can identify the use	K-3: I can move to different sections of music. 4-5: I can identify the use	K-3: I can move to different sections of music. 4-5: I can identify the use	K-3: I can play classroom instruments	K-3: I can play classroom instruments	K-3: I can play classroom instruments

of harmony in oral and written examples.	of harmony in oral and written examples.	of harmony in oral and written examples.	4-5: I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produced from each one.	4-5: I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produced from each one.	4-5: I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produced from each one.
<b>Critical Vocabulary</b>  Harmony Unison Parts	<b>Critical Vocabulary</b>  Harmony Unison Parts	<b>Critical Vocabulary</b>  Harmony Unison Parts	<b>Critical Vocabulary</b>  Sound Qualities Instruments Families Voice Family	<b>Critical Vocabulary</b>  Sound Qualities Instruments Families Voice Family	<b>Critical Vocabulary</b>  Sound Qualities Instruments Families Voice Family
<b>Strategies/Activities</b>  Listen, recognize and move to various Forms of music	<b>Strategies/Activities</b>  Listen, recognize and move to various Forms of music	<b>Strategies/Activities</b>  Listen, recognize and move to various Forms of music	<b>Strategies/Activities</b>  Listen, recognize and perform using instruments and the voice	<b>Strategies/Activities</b>  Listen, recognize and perform using instruments and the voice	<b>Strategies/Activities</b>  Listen, recognize and perform using instruments and the voice
<b>Balanced Assessment: Formative:</b> Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.  <b>Summative:</b> Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment  <b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	<b>Balanced Assessment: Formative:</b> Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.  <b>Summative:</b> Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment  <b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	<b>Balanced Assessment: Formative:</b> Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.  <b>Summative:</b> Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment  <b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	<b>Balanced Assessment: Formative:</b> All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.  <b>Summative:</b> Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment  <b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	<b>Balanced Assessment: Formative:</b> All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.  <b>Summative:</b> Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment  <b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	<b>Balanced Assessment: Formative:</b> All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.  <b>Summative:</b> Performance Based (Student perform specific skills with immediate feedback) Written Assessment Aural Assessment  <b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>

Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources	Musical Examples Web Resources
<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.



Weeks 25-27	Weeks 28-30
<b>Topic</b> <b>Humanities in the Arts</b>	<b>Topic</b> <b>Humanities in the Arts</b>
<b>Core Content 4.1</b>	<b>Core Content 4.1</b>
<p><b>Primary</b>  AH-EP-2.1.1: Students will identify music from the following cultures and periods.  AH-EP-2.1.1.a: Cultures: Native American, Traditional Appalachian, West African.  AH-EP-2.1.1.b: Periods: Colonial American</p> <p><b>Fourth Grade</b>  AH-04-2.1.1: Students will identify how music has been a part of cultures and periods throughout history.  AH-04-2.1.1.a: Cultures (Native American, Traditional Appalachian, West African): Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American.  AH-04-2.1.1.b: Periods:  AH-04-2.1.1.b.1: Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music)  AH-04-2.1.1.b.2: Native American includes period in North America before European settlement  AH-04-2.1.1.b.3: European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p> <p><b>Fifth Grade</b>  AH-05-2.1.1: Students will describe or explain how music has been a part of cultures and periods throughout history.  AH-05-2.1.1.a: Cultures (Native American, Traditional Appalachian, West African): Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American  AH-05-2.1.1.b: Periods:  AH-05-2.1.1.b.1: Colonial American (e.g. work songs, game songs, patriotic music, lullaby, folk music)  AH-05-2.1.1.b.2: Native American includes period in North America before European settlement  AH-05-2.1.1.b.3: European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p>	<p><b>Primary</b>  AH-EP-2.1.1: Students will identify music from the following cultures and periods.  AH-EP-2.1.1.a: Cultures: Native American, Traditional Appalachian, West African.  AH-EP-2.1.1.b: Periods: Colonial American</p> <p><b>Fourth Grade</b>  AH-04-2.1.1: Students will identify how music has been a part of cultures and periods throughout history.  AH-04-2.1.1.a: Cultures (Native American, Traditional Appalachian, West African): Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American.  AH-04-2.1.1.b: Periods:  AH-04-2.1.1.b.1: Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music)  AH-04-2.1.1.b.2: Native American includes period in North America before European settlement  AH-04-2.1.1.b.3: European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p> <p><b>Fifth Grade</b>  AH-05-2.1.1: Students will describe or explain how music has been a part of cultures and periods throughout history.  AH-05-2.1.1.a: Cultures (Native American, Traditional Appalachian, West African): Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American  AH-05-2.1.1.b: Periods:  AH-05-2.1.1.b.1: Colonial American (e.g. work songs, game songs, patriotic music, lullaby, folk music)  AH-05-2.1.1.b.2: Native American includes period in North America before European settlement  AH-05-2.1.1.b.3: European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p>

## Common Core Standards

### Primary

A.AH-P-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-P-HA-S-Mu: Skills and Concepts – Music Students will:

AH-P-HA-S-Mu1: begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures

AH-P-HA-S-Mu2: begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period

AH-P-HA-S-Mu3: begin to describe the music of specific cultures using music terminology

### Fourth Grade

A.AH-4-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-4-HA-S-Mu: Skills and Concepts – Music Students will:

AH-4-HA-S-Mu1: associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures

AH-4-HA-S-Mu2: associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period

AH-4-HA-S-Mu3: describe the music of specific cultures using music terminology

### Fifth Grade

A.AH-5-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-5-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-5-HA-S-Mu: Skills and Concepts – Music Students will:

AH-5-HA-S-Mu1: associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe how the music reflects the cultures

AH-5-HA-S-Mu2: associate music they listen to or perform with the Colonial American period in history; describe how the music reflects the

Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences)

AH-5-HA-S-Mu3: describe distinguishing characteristics of the music of specific cultures

## Common Core Standards

### Primary

A.AH-P-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-P-HA-S-Mu: Skills and Concepts – Music Students will:

AH-P-HA-S-Mu1: begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures

AH-P-HA-S-Mu2: begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period

AH-P-HA-S-Mu3: begin to describe the music of specific cultures using music terminology

### Fourth Grade

A.AH-4-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-4-HA-S-Mu: Skills and Concepts – Music Students will:

AH-4-HA-S-Mu1: associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures

AH-4-HA-S-Mu2: associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period

AH-4-HA-S-Mu3: describe the music of specific cultures using music terminology

### Fifth Grade

A.AH-5-HA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-5-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

B.AH-5-HA-S-Mu: Skills and Concepts – Music Students will:

AH-5-HA-S-Mu1: associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe how the music reflects the cultures

AH-5-HA-S-Mu2: associate music they listen to or perform with the Colonial American period in history; describe how the music reflects the

Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences)

AH-5-HA-S-Mu3: describe distinguishing characteristics of the music of specific cultures

using music terminology (e.g., polyrhythms in African music not in Native American)			using music terminology (e.g., polyrhythms in African music not in Native American)		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Subtopic Cultures	Subtopic Cultures	Subtopic Cultures	Subtopic Cultures	Subtopic Cultures	Subtopic Cultures
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)
<p>K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music.</p> <p>2-3: I can identify music from Native American, Appalachian and West African cultures.</p> <p>2-3: I can identify uses of music in Native American, Appalachian, and West African cultures.</p> <p>4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music.</p> <p>4-5: I can list the elements of music used in each of the three cultures.</p>	<p>K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music.</p> <p>2-3: I can identify music from Native American, Appalachian and West African cultures.</p> <p>2-3: I can identify uses of music in Native American, Appalachian, and West African cultures.</p> <p>4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music.</p> <p>4-5: I can list the elements of music used in each of the three cultures.</p>	<p>K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music.</p> <p>2-3: I can identify music from Native American, Appalachian and West African cultures.</p> <p>2-3: I can identify uses of music in Native American, Appalachian, and West African cultures.</p> <p>4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music.</p> <p>4-5: I can list the elements of music used in each of the three cultures.</p>	<p>K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music.</p> <p>2-3: I can identify music from Native American, Appalachian and West African cultures.</p> <p>2-3: I can identify uses of music in Native American, Appalachian, and West African cultures.</p> <p>4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music.</p> <p>4-5: I can list the elements of music used in each of the three cultures.</p>	<p>K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music.</p> <p>2-3: I can identify music from Native American, Appalachian and West African cultures.</p> <p>2-3: I can identify uses of music in Native American, Appalachian, and West African cultures.</p> <p>4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music.</p> <p>4-5: I can list the elements of music used in each of the three cultures.</p>	<p>K-1: I can respond appropriately to Native American, Traditional Appalachian, and West African music.</p> <p>2-3: I can identify music from Native American, Appalachian and West African cultures.</p> <p>2-3: I can identify uses of music in Native American, Appalachian, and West African cultures.</p> <p>4-5: I can compare and contrast the similarities and differences between Native American, Traditional Appalachian and West African uses of music.</p> <p>4-5: I can list the elements of music used in each of the three cultures.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
<p>Cultures</p> <p>Native American</p>	<p>Cultures</p> <p>Native American</p> <p>West African</p>	<p>Cultures</p> <p>West African</p>	<p>Cultures</p> <p>Traditional Appalachian</p>	<p>Cultures</p> <p>Traditional Appalachian</p> <p>Colonial America</p>	<p>Cultures</p> <p>Colonial America</p>
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
<p>Listen, recognize and respond to music from other cultures</p>	<p>Listen, recognize and respond to music from other cultures</p>	<p>Listen, recognize and respond to music from other cultures</p>	<p>Listen, recognize and respond to music from other cultures</p>	<p>Listen, recognize and respond to music from other cultures</p>	<p>Listen, recognize and respond to music from other cultures</p>

<p><b>Balanced Assessment: Formative:</b></p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>All County band – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>All County band – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative:</b></p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>All County band – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>
<p><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different cultures and time periods.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different cultures and time periods.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different cultures and time periods.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different cultures and time periods.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different cultures and time periods.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different cultures and time periods.</p>

Weeks 31-33	Weeks 34-36
<b>Topic</b> <b>Processes in the Arts</b>	<b>Topic</b> <b>Humanities Review</b>
<b>Core Content 4.1</b>	<b>Core Content 4.1</b>
<p><b>Primary</b>  AH-EP-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.  AH-EP-4.1.5: Students will sing alone and with others a varied repertoire of music.</p> <p><b>Fourth Grade</b>  AH-04-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.  AH-04-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies.  AH-04-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases.  AH-04-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.  AH-04-4.1.5: Students will sing alone and with others a varied repertoire of music.</p> <p><b>Fifth Grade</b>  AH-05-4.1.1: Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.  AH-05-4.1.2: Students will create and perform simple melodic or rhythmic accompaniments to given melodies.  AH-05-4.1.3: Students will improvise answers in similar style to given rhythmic and/or melodic phrases.  AH-05-4.1.4: Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.  AH-05-4.1.5: Students will sing alone and with others a varied repertoire of music.</p>	<p>Review all previous Core Content 4.1 material.</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p>Review all previous common core standards material. Add the following interrelationship standards.</p> <p><b>Primary</b>  A.AH-P-IAA-U: Enduring Knowledge – Understandings Students will understand that:  AH-P-IAA-U-1: the arts are basic forms of human communication.  AH-P-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs, and feelings.  AH-P-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.  AH-P-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.  B.AH-P-IAA-S: Skills and Concepts – Arts Students will:  AH-P-IAA-S-1: begin to recognize that common terms are used in various arts (e.g., tempo in dance and music)  AH-P-IAA-S-2: begin to notice communication of common themes or ideas across different art forms  AH-P-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period  AH-P-IAA-S-4: begin to identify commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)  AH-P-IAA-S-5: communicate common meaning through creating and performing in the four art forms</p>
<b>Common Core Standards</b>	
<p><b>Primary</b>  A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that:  AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.  AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.  AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.  AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.  B.AH-P-PA-S-Mu: Skills and Concepts – Music Students will:</p>	<p><b>Fourth Grade</b>  A.AH-4-IAA-U: Enduring Knowledge – Understandings Students will understand that:  AH-4-IAA-U-1: the arts are basic forms of human communication.  AH-4-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.  AH-4-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.  AH-4-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.  B.AH-4-IAA-S: Skills and Concepts – Arts Students will:  AH-4-IAA-S-1: recognize that common terms are used in various arts (e.g., tempo in dance and music)  AH-4-IAA-S-2: identify communication of common themes or ideas across different art forms  AH-4-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period</p>

AH-P-PA-S-Mu1: be actively involved in creating and performing music alone and with others  
AH-P-PA-S-Mu2: begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others  
AH-P-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)  
AH-P-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

#### Fourth Grade

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.

AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-4-PA-S-Mu: Skills and Concepts – Music Students will:

AH-4-PA-S-Mu1: be actively involved in creating and performing music alone and with others  
AH-4-PA-S-Mu2: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-Mu3: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-PA-S-Mu4: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

#### Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.

AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

B.AH-5-PA-S-Mu: Skills and Concepts – Music Students will:

AH-5-PA-S-Mu1: be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others

AH-5-PA-S-Mu2: sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles

AH-5-PA-S-Mu3: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others

AH-5-PA-S-Mu4: identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)

AH-4-IAA-S-5: communicate common meaning through creating and performing in the four art forms

#### Fifth Grade

A.AH-5-IAA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-IAA-U-1: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.

AH-5-IAA-U-1: the arts are basic forms of human communication.

AH-5-IAA-U-2: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.

AH-5-IAA-U-3: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

B.AH-5-IAA-S: Skills and Concepts – Arts Students will:

AH-5-IAA-S-1: define common terms used in various arts (e.g., tempo in dance and music)

AH-5-IAA-S-2: explain communication of common themes or ideas across different art forms

AH-5-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period

AH-5-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)

AH-5-IAA-S-5: communicate common meaning through creating and performing in the four art forms

AH-5-PA-S-Mu5: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way					
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance	Subtopic Performance
<b>Skills to be Taught (Learning Targets - I can statements)</b>  K--3: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation. 4-5: I can create and notate short, simple melodies that demonstrate melodic shape, contour and meter. 4-5: I can sing alone and with others a varied repertoire of music. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	<b>Skills to be Taught (Learning Targets - I can statements)</b>  K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation 2-3: I can sing alone and with others a varied repertoire of music. 4-5: I can sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. 4-5: I can create and perform simple melodic or rhythmic accompaniments to given melodies. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	<b>Skills to be Taught (Learning Targets - I can statements)</b>  K-1: I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation 2-3: I can sing alone and with others a varied repertoire of music. 4-5: I can improvise answers in similar style to given rhythmic and/or phrases. 4-5: I can critique the performance of a piece of music using appropriate elements of music.	<b>Skills to be Taught (Learning Targets - I can statements)</b>  I can demonstrate prior learning through a variety of mean (games, tests, etc.) I can identify and analyze the arts elements of music through the use of technology. I can identify and analyze Arts cultures/periods and purposes through the use of technology.	<b>Skills to be Taught (Learning Targets - I can statements)</b>  I can demonstrate prior learning through a variety of mean (games, tests, etc.) I can identify and analyze the arts elements of music through the use of technology. I can identify and analyze Arts cultures/periods and purposes through the use of technology.	<b>Skills to be Taught (Learning Targets - I can statements)</b>  I can demonstrate prior learning through a variety of mean (games, tests, etc.) I can identify and analyze the arts elements of music through the use of technology. I can identify and analyze Arts cultures/periods and purposes through the use of technology.
<b>Critical Vocabulary</b>  Perform Create Rehearse Critique	<b>Critical Vocabulary</b>  Perform Create Rehearse Critique	<b>Critical Vocabulary</b>  Perform Create Rehearse Critique	<b>Critical Vocabulary</b>  Arts Elements Purposes of the arts Humanities in the Arts	<b>Critical Vocabulary</b>  Arts Elements Purposes of the arts Humanities in the Arts	<b>Critical Vocabulary</b>  Arts Elements Purposes of the arts Humanities in the Arts
<b>Strategies/Activities</b>  Present a performance for a selected audience.	<b>Strategies/Activities</b>  Present a performance for a selected audience.	<b>Strategies/Activities</b>  Present a performance for a selected audience.	<b>Strategies/Activities</b>  Students recall and recognize elements, purposes and process in music	<b>Strategies/Activities</b>  Students recall and recognize elements, purposes and process in music	<b>Strategies/Activities</b>  Students recall and recognize elements, purposes and process in music
<b>Balanced Assessment:</b>	<b>Balanced Assessment:</b>	<b>Balanced Assessment:</b>	<b>Balanced Assessment:</b>	<b>Balanced Assessment:</b>	<b>Balanced Assessment:</b>

<p><b>Formative:</b></p> <p>School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Formative:</b></p> <p>School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Formative:</b></p> <p>School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative:</b></p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Formative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback)</p> <p><b>Summative:</b></p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Formative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback)</p> <p><b>Summative:</b></p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Formative:</b></p> <p>Performance Based (Student perform specific skills with immediate feedback)</p> <p><b>Summative:</b></p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p><b>Common:</b> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>	<p><b>Resources Needed</b></p> <p>Musical Examples Web Resources</p>
<p><b>Higher Order Questions</b></p> <p>Evaluate the song we have been singing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b></p> <p>Evaluate the song we have been singing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b></p> <p>Evaluate the song we have been singing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast how different art forms communicate emotions.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast how different art forms communicate emotions.</p>	<p><b>Higher Order Questions</b></p> <p>Compare/contrast how different art forms communicate emotions.</p>