



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA: General Music **COURSES/GRADE LEVEL(S): 4th and 5th Grade**

Children in fourth and fifth grade are energetic, active, curious, and enjoy humor, adventure, kinesthetic experiences, and imaginative activities. Fine motor skills are more developed and students can concentrate on a single activity for longer periods of time. Many fourth grade students are able to match pitch and sing in tune while more individual attention is needed for others; however, consistent singing activities are needed to develop fine pitch discrimination and to help students to sing naturally and with a good tone quality. Fifth graders are at the peak of their child vocal development and are able to sing with greater expression and accuracy. Rhythmic accuracy and discrimination continues to grow, and students are able to evaluate the performance of themselves and others. Many may express interest in performing in small groups or alone, as they are becoming increasingly confident in their abilities. All students are able to participate in problem-solving experiences and to think creatively and critically.

I. Course Overview

The study of music can significantly contribute to the intellectual, physical, creative, and emotional development of a student. Valuable qualities such as commitment to a long-term goal, self-discipline, responsibility, cooperation, and teamwork, as well as self-expression and aesthetic perception (appreciation of music as an art form), are some of the lifetime benefits derived by the student. In the Fourth and Fifth Grade General Music classroom, students will learn and perform grade-level appropriate music that will pique their interests in a positive and supportive environment emphasizing teamwork and collaborative effort. The Lafayette School curricular General Music program allows students to fulfill their creative interests while engaging the study of history, world cultures, languages, literature, and vocal/instrumental music. The curricular music program in the School District of the Chathams is rooted in the Kodály approach, which is sequential and child-centered. In accordance with the Kodály approach, materials are drawn strictly from two sources: "authentic" folk music and "quality" composed music. The Lafayette School 4th and 5th grade curricular music experience allows students to experience music once every six days with their homeroom class.

II. Units of Study

- 1.1 Music: The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in Music. **1.1.5.B.1, 1.1.5.B.2**
- 1.2 Music: History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. **1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3**
- 1.3 Music: Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in Music. **1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4**
- 1.4 Music: Aesthetic Responses & Critique Methodologies (A, B):** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to musical works.
1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
- 9.1 21st Century Life Skills; Critical Thinking and Problem Solving (A), Creativity and Innovation (B), Collaboration, Teamwork and Leadership (C), Cross-Cultural Understanding and Interpersonal Communications (D), Communication and Media Fluency (E), Accountability, Productivity, and Ethics (F):** All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. **9.1.4.A.1, 9.1.4.A.2, 9.1.4.A.3, 9.1.4.A.5, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.2, 9.1.4.D.3, 9.1.4.E.4, 9.1.4.F.2, 9.1.4.F.3**
- 9.3 21st Career Awareness, Exploration & Preparation (A):** All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.
9.3.4.A.3, 9.3.4.A.4, 9.3.4.A.5, 9.3.4.A.6



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



III. Learning Objectives

Music: The Creative Process 1.1

21st Century Life Skills; Critical Thinking and Problem Solving

Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.

The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Music: History of the Arts and Culture 1.2

21st Century Life Skills: Cross-Cultural Understanding and Interpersonal Communications Communication and Media Fluency

Art and culture reflect and affect each other.

Characteristic approaches to content, form, style, and design define musical genres.

The contributions of an individual performer can influence a generation of performers and signal the beginning of a new musical genre.

Communication with people from different cultural backgrounds is enhanced through the understanding of different cultural perspectives.

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

There are ethical and unethical uses of communication and media.

Music: Performance 1.3

21st Century Life Skills: Creativity and Innovation

Collaboration, Teamwork and Leadership Accountability, Productivity, and Ethics

Complex scores may include compound meters and the grand staff.

Proper vocal production and vocal placement improve vocal quality.

Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.

Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

Decoding musical scores requires understanding of notation, the elements of music, and basic compositional concepts.

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

Music: Aesthetic Responses & Critique Methodologies 1.4 (A,B)

21st Century Life Skills; Career Awareness, Exploration & Preparation

Works of art may be organized according to their functions and artistic purposes (i.e., genres, mediums, messages, themes).

Formalism in music varies according to personal, cultural, and historical contexts.

Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.

Identifying criteria for evaluating performances results in a deeper understanding of music and music-making.

Artists and audiences can and do disagree about the relative merits of musical works. When assessing works of music, it is important to consider the context for the creation and performance of the work.

Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

Levels of proficiency can be assessed through analyses of how performers apply the elements of music.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



Music: The Creative Process 1.1

21st Century Life Skills; Critical Thinking and Problem Solving

1. How is music rhythmically, melodically, and harmonically organized?
2. How can an understanding of musical elements enhance the music-making and music enjoyment experiences?
3. Why is music literacy an important part of a well-rounded education?
4. How can a problem be identified and solved through individual and collaborative efforts?

Music: History of the Arts and Culture 1.2

21st Century Life Skills: Cross-Cultural Understanding and Interpersonal Communications Communication and Media Fluency

1. What is the role of music and musicians in world cultures?
2. How are the principles and subject matter of other disciplines interrelated with those of music?
3. What is the impact of significant contributions from individual musical artists from diverse cultures throughout history?
4. How can an understanding of music (and the arts in general) enhance cultural understanding?

Music: Performance 1.3

21st Century Life Skills: Creativity and Innovation, Collaboration, Teamwork and Leadership Accountability, Productivity, and Ethics

1. How can participating in musical activities enhance one's acquisition of performance skills over time?
2. How does a fundamental knowledge of music theory enhance performance experience?
3. How can individuals make contributions (musical, non-musical) to the goals of a group of performers in rehearsal and performance?

Music: Aesthetic Responses & Critique Methodologies 1.4 (A,B)

21st Century Life Skills; Career Awareness, Exploration & Preparation

1. What is the difference between utilitarian and non-utilitarian music?
2. How does a societal culture influence formalism in music?
3. How does the "classification" of a musical work identify it?
4. Who was the composer? What purpose does the music serve? Who is the intended audience?

V. Key Performance and Benchmark Tasks



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



Music: The Creative Process 1.1

21st Century Life Skills; Critical Thinking and Problem Solving

Students will echo rhythms demonstrated by the teacher through clapping and by playing hand-held percussion instruments.

Students will echo melodies sung by the teacher and incorporate the use of Curwen hand signs.

Students will create their own rhythmic patterns and melodies.

Students will notate rhythms on the grand staff using white boards and the smartboard.

Students will perform melodic phrases using their voice, mallet percussion, piano.

Students will notate pitches, intervals, and triads on the staff.

Students will differentiate treble and bass clef using white board, smartboard, and Music Ace activities.

Applied knowledge of musical elements (reading notation, interpreting expressive elements notated in musical scores)

Self-discipline for maintaining class etiquette.

Music: History of the Arts and Culture 1.2

21st Century Life Skills: Cross-Cultural Understanding and Interpersonal Communications Communication and Media Fluency

Students will work in groups of varying size to research and present information about musical forms.

Students will individually map musical forms during listening activities.

Students will identify musical form and style by ear.

Successful/authentic application of skills rehearsed in performance

Ability to transfer knowledge of languages and cultures gained to new activities when applicable

Music: Performance 1.3

21st Century Life Skills: Creativity and Innovation Collaboration, Teamwork and Leadership Accountability, Productivity, and Ethics

Students will participate in classroom performance activities.

Applicable warm-up/closure activities related to repertoire studied

Online resources (part-learning software applications, performance examples)

Teacher-designed activities

Incorporation of movement

Demonstrated ability to employ principles of rehearsal/performance etiquette in class activities, including care for classroom materials

Music: Aesthetic Responses & Critique Methodologies 1.4 (A,B)

21ST Century Life Skills; Career Awareness, Exploration & Preparation

Written reflective assignments (self-reflective and ensemble-reflective)

Traditional teacher-led Q&A

Introspective written/oral response demonstrating growth over time

Application of skills assessed leading to personal improvement

VI. Instructional Materials

Music: The Creative Process 1.1



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



21st Century Life Skills; Critical Thinking and Problem Solving

Hand-held percussion instruments

Smartboard/individual white boards

Access to Music Technology lab, digital keyboards, and software

Applicable warm-up and closure activities related to units of study

Working knowledge of Kodály approach to music education

Online resources (software applications, performance examples)

Teacher-designed activities

Curwen hand sign charts

Music: History of the Arts and Culture 1.2

21st Century Life Skills: Cross-Cultural Understanding and Interpersonal Communications Communication and Media Fluency

Smartboard/individual white boards

Access to Music Technology lab, digital keyboards, and software

Applicable warm-up/closure activities related to historical periods/cultures studied

Working knowledge of Kodály approach to music education

Online resources (part-learning software applications, performance examples)

Teacher-designed activities

Music: Performance 1.3

21st Century Life Skills: Creativity and Innovation Collaboration, Teamwork and Leadership Accountability, Productivity, and Ethics

A balanced selection of quality games, repertoire, and class activities

Applicable warm-up/closure activities related to class activities

Online resources (software applications, performance examples)

Teacher-designed activities

Online resources (part-learning software applications, performance examples)

Teacher-designed activities

Music: Aesthetic Responses & Critique Methodologies 1.4 (A,B)

21ST Century Life Skills; Career Awareness, Exploration & Preparation

Guide questions designed to lead written/oral reflective opportunities

Online resources (historical/stylistic applications, performance examples)

Teacher-designed reflective activities