

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210
CURRICULUM GUIDE

DISCIPLINE: **Arts Standards** GRADE LEVEL/COURSE: 3rd Grade Music

Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
1. Generate and conceptualize artistic ideas and work.	Tonality - major/minor Meter - duple/triple	Generate musical patterns and ideas within the context of a given tonality (major and minor) and meter (duple and triple).	Relate to operations in math.	Collaboration, Teamwork, and Leadership	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
2. Organize and develop artistic ideas and work.	Pitch - higher/middle/lower Do, Re, Mi, Fa, So, La	Use standard notation to combine, sequence, and document personal ideas.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

***Modifications for ELL, Special Education, Title I, and Gifted**

Board approval date: January 22, 2015

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3. Refine and complete artistic work.	How does this music make you feel? How would you reflect on the piece of music?	Convey expressive intent for a piece after performing. *Written/Aural responses	Relate to starting and finishing a reading/writing.	Cross-Cultural Understanding and Interpersonal Communication	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
4. Select, analyze, and interpret artistic work for presentation.	Tone Color - pitched/unpitched instruments	Demonstrate interest in, analyze and explain purpose of varied musical selections.	Relate to operations in math.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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5. Develop and refine artistic techniques and work for presentation.	Form - AB, ABA, Rondo Canons/pol yphony Dynamics - crescendo/ decrescend o/accents	Rehearse, identify and apply strategies to address performance and challenges in music	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Au ral/ Performanc e Unit Test	Keyboard, CD Player, Percussion Instrument s, Activity Props, Projector (if needed)	1-3 weeks
6. Convey meaning through the presentation of artistic work.	The Music Man Instrumental Demonstrations	Perform music with accuracy and expression. View music performed with accuracy and expression.	Relate performance to presenting in other classes and media performances.	Communication and Media Fluency	Written/Au ral/ Performanc e Unit Test	Keyboard, CD Player, Percussion Instrument s, Activity Props, Projector (if needed)	1-3 weeks

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7. Perceive and analyze artistic work.	Dynamics - accent Tempo - Ritardando/ Accelerando /Fermata	Describe how specific music concepts are used to support a specific purpose in music.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
8. Interpret intent and meaning in artistic work.	Beat vs. Rhythm - with and without Instruments Rhythm - 16 th notes/whole notes	Demonstrate knowledge of music concepts. *Written/Aural Demonstration	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
9. Apply criteria to evaluate artistic work.	Musicals Instrument Families - Brass, Woodwind, Percussion, Strings, Keyboards	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Relate to starting and finishing a reading/writing.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
10. Synthesize and relate knowledge and personal experiences to make art.	Dynamics - forte, piano, crescendo, decrescendo Tone Color/Timbre - All instruments	Demonstrate understanding of expressive qualities (such as dynamics, timbre and tempo) and how creators use them to convey expressive	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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		intent.					
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Formations /Dancing - line dance/circle dance/partners of 2-4	Demonstrate understanding of relationships between music and other arts.	Relate performance to presenting in other classes and media performances.	Collaboration, Teamwork, and Leadership	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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DISCIPLINE: **Arts Standards** GRADE LEVEL/COURSE: 4th Grade Music

Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
1. Generate and conceptualize artistic ideas and work.	Tonality - major/minor/modal Meter - duple/triple /6/8	Generate musical patterns and ideas within the context of a given tonality (major and minor) and meter (duple and triple).	Relate to operations in math.	Collaboration, Teamwork, and Leadership	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
2. Organize and develop artistic ideas and work.	Pitch - light vs. heavy voice All solfeggio syllables Major Scale/Major Chords	Use standard notation to combine, sequence, and document personal ideas.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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DISCIPLINE: **Arts Standards** GRADE LEVEL/COURSE: 4th Grade Music

Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
3. Refine and complete artistic work.	How does this music make you feel? How would you reflect on the piece of music?	Convey expressive intent for a piece after performing. *Written/Aural Responses	Relate to starting and finishing a reading/writing.	Cross-Cultural Understanding and Interpersonal Communication	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
4. Select, analyze, and interpret artistic work for presentation.	Tone Color - pitched/unpitched instruments	Demonstrate interest in, analyze and explain purpose of varied musical selections.	Relate to operations in math.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
5. Develop and refine artistic techniques and work for presentation.	Form - AB, ABA, Rondo, Sonata 2-part Harmony, Polyphony Dynamics - staccato/legato	Rehearse, identify and apply strategies to address performance and challenges in music	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
6. Convey meaning through the presentation of artistic work.	Presentation of musicals and various performances. Instrumental	Perform music with accuracy and expression. View music performed with accuracy and expression.	Relate performance to presenting in other classes and media performances.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
	Demonstrations						
7. Perceive and analyze artistic work.	Tempo - Allegro, Largo, Moderato, etc.	Describe how specific music concepts are used to support a specific purpose in music.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
8. Interpret intent and meaning in artistic work.	Beat vs. Rhythm - with and without Instruments Rhythm - 16 th note combinations	Demonstrate knowledge of music concepts. *Written/Aural Demonstration	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
9. Apply criteria to evaluate artistic work.	Musicals Instrument Families - Brass, Woodwind, Percussion, Strings, Keyboards	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Relate to starting and finishing a reading/writing.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
10. Synthesize and relate knowledge and personal experiences to make art.	Dynamics - forte, piano, crescendo, decrescendo Tone Color/Timbre - All instruments	Demonstrate understanding of expressive qualities (such as dynamics, timbre and tempo) and how creators use them to convey expressive intent.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Formations /Dancing - line dance/circle dance/partners of 2-4	Demonstrate understanding of relationships between music and other arts.	Relate performance to presenting in other classes and media performances.	Collaboration , Teamwork, and Leadership	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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DISCIPLINE: **Arts Standards** GRADE LEVEL/COURSE: 5th Grade Music

Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
1. Generate and conceptualize artistic ideas and work.	Tonality - major/minor/modal Meter - simple, compound, mixed meter	Generate musical patterns and ideas within the context of a given tonality (major and minor) and meter (duple and triple).	Relate to operations in math.	Collaboration, Teamwork, and Leadership	Written/Aural/Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
2. Organize and develop artistic ideas and work.	Pitch - light, vs. heavy voice Major, minor scales, Chords, Intervals	Use standard notation to combine, sequence, and document personal ideas.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time-frame
3. Refine and complete artistic work.	How does this music make you feel? How would you reflect on the piece of music?	Convey expressive intent for a piece after performing. *Written/Aural Responses	Relate to starting and finishing a reading/writing.	Cross-Cultural Understanding and Interpersonal Communication	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
4. Select, analyze, and interpret artistic work for presentation.	Tone Color - pitched/unpitched instruments Timbre	Demonstrate interest in, analyze and explain purpose of varied musical selections.	Relate to operations in math.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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5. Develop and refine artistic techniques and work for presentation.	Form - Fugue, Rondo, Sonata 3-part Harmony, Polyphony, Fugue Dynamics - staccato/leg ato	Rehearse, identify and apply strategies to address performance and challenges in music	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
6. Convey meaning through the presentation of artistic work.	Bobby McFerrin biography Instrumental Demonstration	View music performed with accuracy and expression.	Relate performance to presenting in other classes and media	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if	1-3 weeks

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	ions		performances.			needed)	
7. Perceive and analyze artistic work.	Tempo - Allegro, Largo, Moderato, etc.	Describe how specific music concepts are used to support a specific purpose in music.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
8. Interpret intent and meaning in artistic work.	Rhythm - Syncopation , 16 th note combinations Rhythms in various	Demonstrate knowledge of music concepts. *Written/Aural Demonstration	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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	meter						
9. Apply criteria to evaluate artistic work.	Instrument Families - Brass, Woodwind, Percussion, Strings, Keyboards Vocal/instrumental listening	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Relate to starting and finishing a reading/writing.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
10. Synthesize and relate knowledge and personal	Dynamics - all dynamic markings	Demonstrate understanding of expressive qualities (such as	Relate to operations in math.	Critical Thinking and Problem	Written/Aural/ Performance	Keyboard, CD Player, Percussion Instruments,	1-3 weeks

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experiences to make art.	Tone Color/Timbre - All instruments	dynamics, timbre and tempo) and how creators use them to convey expressive intent.		Solving	e Unit Test	Activity Props, Projector (if needed)	
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Formations Dancing - line dance, circle dance, partners of 2-4	Demonstrate understanding of relationships between music and other arts.	Relate performance to presenting in other classes and media performances.	Collaboration, Teamwork, and Leadership	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks

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