

MUSIC – Grade 1

Standard 1: Visual and Performing Arts

Standard 1.1 (The Creative Process)

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Standard 1.2 (History of the Arts and Culture)

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 (Performing)

All students will synthesis skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 (Aesthetic Responses & Critique Methodologies)

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The standards in this document reflect and are aligned to the 2014 NJ Student Learning Standards for Visual and Performing Arts.

Stage 1 – Desired Results	
NJSLS: 1.1, 1.2, 1.3, 1.4	Unit #1/Big Idea: Creating and understanding music fosters appreciation and value of self and others.
Enduring Understanding(s): Students will understand that... <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● Experts can and do disagree about the value, power and source of art. 	Essential Questions: <ul style="list-style-type: none"> ● Why should I care about the arts? ● What’s the difference between a thoughtful and a thoughtless artistic judgment? ● What is music? ● When does sound become music?
Students will know... <ul style="list-style-type: none"> ● Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. ● The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics and tempo. ● Ear training and listening skill are prerequisites for musical literacy. (<i>e.g., rhythm, timbre, dynamics, form and melody</i>) ● Musical instruments have unique qualities regarding tonality and resonance. Conventional instruments are divided into musical families according to shared properties. (<i>e.g., strings, percussion, brass, woodwinds, etc.</i>) ● Contextual clues are embedded in works of art and provide insight into artistic intent. ● The function and purpose of art-making across cultures is a reflection of societal values and beliefs. 	Students will be able to... <ul style="list-style-type: none"> ● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.) ● 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). ● 1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef with consideration of pitch, rhythm, dynamics and tempo. ● 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. ● 1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.

	<ul style="list-style-type: none"> ● 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art. ● 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>Integration of 21st Century Themes and Skills:</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP6. Demonstrate creativity and innovation. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity.
Stage 2 – Assessment Evidence	
<p>Required Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Students will perform expressive movements to a piece of music. Afterwards, students will discuss their reaction. ● In creative play, students will pretend to be a news reporter interviewing people on the street. They will ask for opinions and/or feelings about a song or piece of music. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Discuss the likes and dislikes of a song.
Stage 3 – Learning Plan	

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Refer to the essential questions. ● View the <i>Sorcerer’s Apprentice</i> from the video, Fantasia, and/or read the story. ● Use musical stories, such as <i>Peter and the Wolf</i> and <i>Carnival of the Animals</i>, to introduce instruments of the orchestra and themes. 	<ul style="list-style-type: none"> ● Sing and perform patriotic songs. ● Students play rhythms to simple songs, such as <i>Frere Jacques</i>, while viewing flashcards.
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Modifications	
<p>Special Education:</p> <ul style="list-style-type: none"> ● Develop target vocabulary ● Scaffold comprehension ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Teach key aspects of a topic. Eliminating nonessential information. ● Allow performances to demonstrate student’s learning ● Provide opportunities for practice 	<p>English Language Learners (ELLs):</p> <ul style="list-style-type: none"> ● Model Thinking Aloud ● Encourage Partner Talk ● Repeat and Clarify ● Provide a Sequence ● Allow Varied Responses ● Target vocabulary ● Scaffold comprehension ● Scaffold content-literacy reading ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Allow performances to demonstrate student’s learning
<p>Students at Risk of School Failure:</p>	<p>Gifted Students:</p>

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

- Use flexible grouping
- Give individual performance
- Differentiate performance assignments
- Offer student choice
- Use multiple intelligence options
- Focus on Habits of Mind
- Focus on Webb's Depth of Knowledge - Emphasis on Level 4

Core Instructional Materials:

- *Quaver Music*
- You Tube (music samples)
- Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod

Stage 1 – Desired Results

<p>NJSLS: 1.1, 1.2, 1.3, 1.4</p>	<p>Unit #2/Big Idea: Theatre</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ● The arts serve multiple functions: enlightenment, education, and entertainment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the skills and elements that go into creating a finished product?
<p>Students will know...</p> <ul style="list-style-type: none"> ● Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. ● Plays may use narrative structures to communicate themes. ● Actors use voice and movement as tools for storytelling. ● Voice and movement have broad a ranges of expressive potential. ● Creative drama and storytelling use the voice, movement, and facial expressions to communicate emotions. Creating characters is 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.) ● 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

<p>an act of intention where actors play themselves in an imaginary set of circumstances.</p> <ul style="list-style-type: none"> ● Contextual clues are embedded in works of art and provide insight into artistic intent.. ● The function and purpose of art-making across cultures is a reflection of societal values and beliefs. 	<ul style="list-style-type: none"> ● 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices. ● 1.3.2.C.2 Use voice and movement in solo, paired and group pantomimes and improvisation. ● 1.3.2.C.3 Develop awareness of vocal range, personal space and character-specific vocal and creative movement choices. ● 1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. ● 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art. ● 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
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Stage 2 – Assessment Evidence

<p>Required Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Students act out their favorite song or story. The student explains why that specific song or story was chosen. 	<p>Other Evidence:</p>
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Choose a movement activity from <i>The Book of Movement Exploration</i> by Feierabend. ● Discuss essential question. ● Share a variety of forms of drama and discuss aesthetic qualities. ● Discuss main subject/theme and culture of each. ● Have students create short skits that communicate a feeling or emotion. ● Introduce movement and vocal skills used in drama. ● Have students participate in drama demonstrating various story/character elements. 	
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<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates ● Employ strategies from Classroom Instruction that Works ● Create the Opportunity to Learn strategies ● Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Use flexible grouping ● Give individual performance ● Differentiate performance assignments ● Offer student choice ● Use multiple intelligence options ● Focus on Habits of Mind ● Focus on Webb's Depth of Knowledge - Emphasis on Level 4
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