

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
FINE & PERFORMING ARTS

**GENERAL MUSIC
TRANSITIONAL PRIMARY**

JULY 2013

Course Overview

General Music – Transitional Primary is a year-long course for district Transitional Primary students. The class meets for 40 minutes once every six days for a total of about 30 classes per year.

The General Music – Transitional Primary Curriculum provides youngsters with an extension of the skills learned in the Kindergarten General Music Curriculum and includes a strong focus in the areas of Vocal Use/Singing, Listening/Responding, Classroom Instruments, Movement, and Reading Music. Instructional materials and literature are selected to specifically develop beginning skills and solidify understandings. All Transitional Primary students will be given the opportunity to participate in an evening concert performance during the year.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **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 Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and 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 interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

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Enduring Understandings	<p>1. Music gives us a way to communicate and express ourselves.</p> <p>2. Humans can make music in a variety of ways.</p> <p>3. A person needs to listen carefully in order to understand music.</p> <p>4. Singing, moving and playing instruments are vehicles for enjoying and learning about music.</p> <p>5. Participating with care and respect are necessary to learning.</p>
	Unit/Skill: Vocal Use/Singing
Days	10
NJCCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
Essential Questions	<p>Why do people sing?</p> <p>How can I use my voice to make sounds and music?</p> <p>How can I change the sound of my voice to match the sounds I hear in music?</p> <p>What do I need to do to make music sounds with my voice?</p>
Skills The Student Will...	<p>Practice reproducing sounds in nature and non-musical activities using voice.</p> <p>Identify “compare and contrast” using speaking, singing, whispering and shouting voices in poems and songs.</p> <p>Reproduce high and low pitches with voices in songs and poems.</p> <p>Practice singing songs using loud and soft dynamics.</p>
Assessment	<p>Student identification and performance of the different uses of the voice (whisper, speak, sing and shout) as observed by the teacher.</p> <p>Student reproduction of high and low pitches with voices in songs and poems as observed and recorded by the teacher.</p> <p>Student reproduction of loud and soft dynamics with voices as observed by the teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Mathematics Integration	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Science Integration	5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

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Social Studies Integration	6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Unit/Skill: Listening/Responding	
Days	6
NJCCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theater and visual art.</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>
Essential Questions	<p>How does a musician listen to music?</p> <p>How and why does music affect our emotions?</p> <p>How can sounds in nature be used in music?</p>
Skills The Student Will...	<p>Classify high and low sounds in nature and in music.</p> <p>Compare performances of songs that are loud and/or soft as performed live, in recordings, videos or on-line.</p> <p>Compare performances of songs that are fast and/or slow as performed live, in recordings, videos or on-line.</p> <p>Discuss how the sounds of a piece of unknown music makes them feel or think.</p>
Assessment	<p>Teacher observation of student response on listening rubrics and checklists.</p> <p>Student participation in discussions of dynamics and tempo of music as observed and recorded by teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Mathematics Integration	K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
Science Integration	5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.
Social Studies Integration	6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
World Language Integration	<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>

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Technology Integration	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
21 st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Unit/Skill: Classroom Instruments	
Days	4
NJCCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre and visual art.</p>
Essential Questions	<p>By using classroom instruments, how can interest be added to a performance of a song or story?</p> <p>What needs to be done to make a good sound on an instrument?</p> <p>How can the choice and use of many different instruments create different emotions?</p>
Skills The Student Will...	<p>Experiment with producing different sounds on classroom instruments.</p> <p>Reproduce the proper instrument playing techniques demonstrated by the teacher.</p> <p>Perform accompaniment to songs playing the steady beat on classroom instruments.</p> <p>Compare and choose instruments to accompany songs and stories based on the instrument timbre.</p>
Assessment	<p>Student identifies classroom instruments by their sound as in Tone Color game as observed by the teacher.</p> <p>Student performance playing classroom instruments as observed by the teacher.</p> <p>Student choice of classroom instruments to accompany songs and stories based on tone color as observed by peers and teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Mathematics Integration	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Health & Phys. Ed Integration	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
Science Integration	5.1.4.B.3 Formulate explanations from evidence.
Social Studies	6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

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Integration	
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
21st Century Life & Careers	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

	Unit/Skill: Movement
Days	7
NJCCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theater and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theater and visual art.</p>
Essential Questions	<p>What is the best way to move around the room with other students?</p> <p>How does movement help me show what I hear in music?</p>
Skills The Student Will...	<p>Experiment with ways to safely move in both non-locomotor and locomotor ways in response to music recordings or teacher performance of music.</p> <p>Discuss ways to move safely citing reasons for being careful.</p> <p>Distinguish the steady beat of songs and music by using body movements.</p> <p>Reproduce teacher led movement routines that reflect expressive qualities of a piece of music.</p> <p>Express the elements in a song or piece of music by improvising movement.</p> <p>Create movements to dramatize the meaning of a song.</p>
Assessment	<p>Student discussion of safe and proper movement in classroom space as observed by the teacher.</p> <p>Student participation in moving activities as observed by the teacher.</p> <p>Student identifies the presence of the steady beat as observed by the teacher.</p> <p>Student success moving expressively as observed by peers and the teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Health & Phys. Ed Integration	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

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Science Integration	5.1.4.B.3 Formulate explanations from evidence.
Social Studies Integration	6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
21st Century Life & Careers	9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

Unit/Skill: Reading Music	
Days	3
NJCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.1 Clap, sing or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics and tempo.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
Essential Questions	<p>How can steady beat be shown with pictures?</p> <p>Is there any music without a steady beat?</p> <p>How does the steady beat help music sound good?</p>
Skills The Student Will...	<p>Recognize the steady beat in songs and pieces of music by pointing at visual icons as observed by the teacher.</p> <p>Identify the steady beat in songs and pieces of music by reading visual icons as observed by the teacher.</p> <p>Reproduce the steady beat of songs and pieces of music through performance of patting the beat reading visual icons.</p>
Assessment	<p>Students recognize and perform the steady beat using iconic symbols as observed by teacher.</p> <p>Identify sounds as having a steady beat or no beat using hand signs or pictures as observed by teacher.</p> <p>Students keep the steady beat by patting their laps as observed and recorded by teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Mathematics Integration	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Science Integration	5.1.4.D.1 Actively participate i discussions about student data, questions, and understandings.
Technology Integration	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Bibliography

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