

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

February, 1999

TABLE OF CONTENTS

TOPIC	PAGE NUMBER
New Jersey Core Content Standards	3
National Standards	4
Introduction	5
Philosophy	6-8
Purpose of Course	9
Concepts:	
Kindergarten	10-18
Grade 1	19-24
Grade 2	25-30
Grade 3	31-34
Grade 4	35-39
Grade 5	40-44
Grade 6	45-51
Grade 7	52-60
Grade 8	61-68
Progress Indicators	69-75

NEW JERSEY CORE CONTENT STANDARDS VISUAL AND PERFORMING ARTS

- Standard 1.1 Aesthetics: All students will use aesthetic knowledge in the creation of and in response to dance.
- Standard 1.2 Creation and Performance: All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual arts.
- Standard 1.3 Elements and Principles: All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- Standard 1.4 Critique: All students will develop, apply and reflect upon knowledge of the process of critique.
- Standard 1.5 History/Culture: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

NATIONAL STANDARDS

- Standard 1 Singing, alone and with others, a repertoire of music.
- Standard 2 Performing on instruments, alone and with others, a varied repertoire of music.
- Standard 3 Improvising melodies, variations, and accompaniments.
- Standard 4 Composing and arranging music within specified guidelines.
- Standard 5 Reading and notating music.
- Standard 6 Listening to, analyzing, and describing music.
- Standard 7 Evaluating music and music performances
- Standard 8 Understanding relationships between music and other arts, and disciplines outside of the arts.
- Standard 9 Understanding music in relation to history and culture.

INTRODUCTION

It is hoped that the program level objectives that serve as the basis for this guide will contribute not only to improving the students' musical ability, but also to their overall academic performance. In the process of learning music, a student is exposed to a number of experiences and skills that can enhance performance in all areas of the curriculum.

PHILOSOPHY

The road to self-directed learning requires that students have a pragmatic knowledge of many subjects. Subjects included in this educational arena should include: art, communications, history, languages, mathematics, music, practical/physical arts and sciences, physical education, and social sciences. By no means should music be excluded from a curriculum.

Besides the traditional values that music offers students (i.e. self-esteem, team cooperation, self-discipline and performance-based benefits), music education can offer diversity of skills sometimes overlooked by the educational community at large. Music education offers advantages that benefit American society by giving students skills which:

ALLOW FOR ENCULTURATION ...

From childhood songs through newly learned musical material, students can choose to evaluate, embody and participate in the music of their society. They can develop a network of formal and informal musical structures found with American song and instrumental music. Students can further their understanding of other societies through their experiences with music of other nationalities. Through exposure to and explanation of music outside the traditional American culture, students come to an understanding of the effect that music has in their immediate world.

DEVELOP PROBLEM-SOLVING SKILLS ...

Utilizing a major symbolic system a student is asked to observe, translate, analyze and choose a variety of musical nomenclature. In order for an accurate interpretation a student in music class uses high-level thinking skills which translate notation into musical sounds. Students develop problem-solving techniques that use concrete and abstract images, as well as nonverbal communication. Decisions concerning time, dynamics, musical markings, and interpretation further develop higher-level, problem-solving skills. In many cases these decisions do not have standard answers (Should Bizet be played liked Debussy?).

PREPARE FOR A DIVERSE TECHNOLOGICAL BACKGROUND ...

Music technology is the backbone of a large portion of the music industry in the United States of America. Students gain vast knowledge of sequencing, and recording techniques. MIDI information and compositional applications through the use of technology in the classroom and at home. It is important to remind ourselves that technology is a tool and that the greatest resource of inspiration is still the human being. The use of technology can help bring the sparks of creativity to fruition.

UNDERSTAND INFLUENCES ...

Music lies at the very core of humanness, often influencing, propagating, socializing and reflecting on the innermost depths of our being. Through the study of music students glean an understanding of the interrelationship of music to their everyday life. Students who study music have one route to begin to grasp the developmental process which makes us uniquely human.

MAKE VALUE JUDGMENTS ...

Through the study of music, students gain a common idiom allowing them to challenge the aesthetic importance of a musical composition. Students work with parameters that are commonly accepted by society and learn to quantify music using these parameters. Because all parameters are not equal for different genres of music, students learn to modify their judgment according to the musical experience. In a broader sense, students who attempt this process in music are able to apply some of the techniques to their educational experiences as well as their everyday life experiences.

PARTICIPATE IN MUSICAL EXPERIENCES ...

Sadly, many people in primary and secondary schools overlook the most profound aspect of music education; the act of performing music for oneself or for an audience. Music offers each participant intrinsic most of communication affecting the mind and the soul. The study and performance of music for music's sake is justification enough to be included as part of the core curriculum. Whether a student is involved in a choral or instrumental experience, the value of a productive experience lasts for a lifetime. Few people can say that they remember the day they mastered a geometrical theorem, but numerous people can point out their exact experience while performing a selection of music. Music by its very nature can be studied, appreciated and performed by all levels of society. Whether a student is cognitively or physically challenged or whether they are talented above the norm, music offers an approachable avenue of each person. Participants in music processes have the opportunity to experience higher levels of intellectual demands. They often utilize higher-level problem-solving, analysis, synthesis and evaluation skills before, during and after musical endeavor. It is through these elements that this curriculum is developed and addressed.

PURPOSE OF THE COURSE

The purpose of this curriculum is to establish specific program objectives that are to be addressed at each grade level. The overall goal of this approach is to identify a growing body of knowledge upon which future instruction can be based. Thus, as a child progresses from one grade level to the next, he or she will acquire knowledge according to a well-defined sequence of skills and activities.

This guide is intended to facilitate the operation of a vocal music program that is stable, consistent and well-articulated. The specific objectives, however, are so stated as to allow the teacher to utilize instructional materials that have been obtained from a wide range of resources. This curriculum is therefore, not tied to any one particular source. It is representative of the skills that our teachers have identified as being meaningful components in a well-defined vocal music program.

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Aesthetics
NJCCS: 1.1
NS: 5, 6

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(5a) Read simple notations (whole, half, quarter, eighth notes, and quarter rest).</p> <p>(5b) Recognize notation symbols: staff, treble clef, bass clef, line and space notes.</p> <p>(5c) Respond to dynamic markings: <i>p</i>, <i>f</i>.</p>	<p>(5a) Flash cards</p> <p>(5b) Marker or chalk board or other visual aid</p> <p>(5c) . “We Give Thanks” (TMC p 96) . “Vivaldi: “Winter” from <u>Four Seasons</u></p>	<p>(5a) Clap or recognize by name or sound simple patterns of these note values.</p> <p>(5b) Describe number of lines on the staff, treble clef as high, bass clef as low and draw line and space notes.</p> <p>(5c): . Listen to music and indicate correct symbol to describe music. . Listen to music and indicate correct symbol to describe music</p>	<p>I: Math</p> <p>Communication Arts</p> <p>Social studies</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Aesthetics (continued)
NJCCS: 1.1
NS: 5, 6

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(6a) Listen to classical, jazz, world, folk and ethnic styles of music. Listen to circus music and after the second listening draw ideas of what maybe happening in the circus ring.</p> <p>(6b) Demonstrate perceptual skills by moving and dancing.</p>	<p>(6a) Vivaldi: “Winter” from <u>Four Seasons</u>.</p> <p>(6b) <u>Ex. 1</u>: Free movement “Dance of the Leaves” (CD MMS) <u>Ex. 2</u>: Defined movement “Movement Rondo” (WOM)</p>	<p>(6a) Listen attentively for specific concept such as steady beat.</p> <p>(6b) Show movement style reflected in three examples of music.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 2

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(2a) Perform steady beat and easy rhythmic patterns accurately and independently with body percussion and on rhythmic classroom instruments (aural and visual cues).</p> <p>(2b) Perform on melodic instruments to demonstrate understanding of ostinato</p>	<p>(2a) :</p> <ul style="list-style-type: none"> . “Che-Che-Koolay” (TCM1P1) . “Blue Hill” ((CD-DAP) <p>(2b)</p> <ul style="list-style-type: none"> . “Spring is Coming” (p) . “The Snowmen” (STMp237) 	<p>(2a):</p> <ul style="list-style-type: none"> . Taps/clap steady beat on body. . Play a steady beat on rhythm sticks to accompany an instrumental song. <p>(2b):</p> <ul style="list-style-type: none"> . Use step bells to play correctly the direction of the phrase stepping by 2nds. 	<p>I: Mathematics</p> <p>Visual arts: collages</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Creation and Performance (continued)
NJCCS: 1.2
NS: 2

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(2c) Perform expressively a varied repertoire of music representing diverse genres and styles.</p> <p>(3a) Create own songs (melody and/or lyrics). Individual response.</p> <p>(3b) Improvise accompaniment and sound effects on instruments. Individual response.</p>	<p>2(c):</p> <ul style="list-style-type: none"> . “Nursery Song” (TMCp62) . “Go Around the Cat’s Eye” (TMSp51) . “Sail Silver Moon Boat” (STMp128) . “Bell Horses” (STMp82) . “No More Pie” (STMp269) 	<p>2 (c):</p> <p>Perform six selections while playing a mallet percussion instrument. Songs should represent several cultures, meters, and styles.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Elements and Principles
NJCCS: 1.3
NS: 1

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(1a) Students sing independently on pitch and in rhythm, with appropriate timbre.</p> <p>(1b) Sing expressively with appropriate dynamics, phrasing, and interpretation in group.</p>	<p>(1a): .”Twinkle, Twinkle”pT76 .”This Little Light of Mine”pT73 <i>Share the Music (MacMillan)</i></p> <p>(1b): .”Sioux Lullaby” Native Am. Song .”Wake Me, Shake Me”(STM T13) .”Who’s That Tapping” (WOMp31) .”Sing a Rainbow” (<i>All About Me</i>, Houghton Mifflin, p120,129 (Kindergarten literature series)</p>	<p>(1a): Sing alone without accompaniment in comfortable key . Tape record voice in Oct and May.</p>	<p>I: Dance Social studies</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Elements and Principles (continued)
NJCCS: 1.3
NS: 1

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
(1c) Students sing from memory a varied repertoire of songs representing multicultural style/seasonal interest while practicing different musical concepts.	(1c): .”Go Around the Mountain” (COSp12) .”Jim Along Josie” (COSp20) .”Hold My Mule” (TMCp.284) .”One Little Owl” (MTp.5) .”Autumn Leaves” (MTp.222) .”This Is Halloween” (WOM p.162) .”Lucy Lockett” (TMC-1p.295) .”Hanukkah Is Here” (STMp.238) .”Jingle Bells” (STM p.236) .”African Noel” (TMC-1p227) .”Che Che Koolay” (TMC-2p167) .”Sing of Peace” (Teacher’s Almanac) . Bow-Wow-Wow” (STMp.166) .The Snow Man” (STMp.237) .“Mail Myself to You” (TMC-1p. 236) .Sail Silver Moon Boat” (STMp.128) .”Walking in the Green Grass (COSp.38)	(1c): Demonstrate self-confidence in singing 12-15 songs with group	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Critique
NJCCS: 1.4
NS: 6, 7, 8

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(6c) Identify the sound of a variety of instruments, including many orchestra and band instruments.</p> <p>(6d) Respond through purposeful movement/ dramatization to programmatic music.</p>	<p>(6c): . "Little Train of Caipira" p143 TE. Discuss way the composer used instruments to imitate the sounds made by a train. Discuss why these choices were made and if they were good.</p> <p>. Trumpet, violin, drum, flute (CD-Instruments and Ensembles).</p> <p>(6d): . "Sleigh ride," Mozart, SBC ent. . "Little Rabbit" (CD NNS)</p>	<p>(6c): Listen and analyze Describe music</p>	<p>I: Science Math</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: Critique
NJCCS: 1.4
NS: 6, 7, 8

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(7) Attend musical assemblies and watch videotaped performances.</p> <p>(8a) Identify ABA form.</p> <p>(8b) Sing in other world language.</p> <p>(8c) Relate musical notation to math.</p>	<p>(7) Varied musical assemblies and videotaped performances as provided by district, PTA, parent, other.</p> <p>(8a) “Twinkle, Twinkle” (STMp76)</p> <p>(8b) “Counting Song” (STMp38)</p> <p>(8c) Manipulatives: . money . flashcards . note value cube</p>		

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: K
TOPIC: History/Culture
NJCCS: 1.9
NS: 9

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>(9a) Experience music and customs of African American, Hispanic, and Israeli cultures.</p> <p>(9b) Make reference to famous composers in history and recognize their style of music.</p>	<p>(9a) Music, food, costumes, and practices associated with holidays.</p> <p>(9b) “The Entertainer,” Joplin “ Variations on a Theme,” Mozart</p>	<p>(9a) Name a composer such as Mozart or Scott Joplin as recorded selection is played.</p>	<p>I: Social studies Communication arts</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 1
TOPIC: Aesthetics
NJCCS: 1.1
NS: 6

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>TONE/COLOR: Explore contrasts in the solo and accompaniment parts of a song and identify different voices by their vocal qualities.</p> <p>EXPRESSIVE QUALITIES: Become aware of tempo, dynamics and style in music.</p>	<p>“Flight of the Bumblebee,” <i>Share the Music</i>, p.75.</p>	<p>Be able to differentiate between instrumental qualities.</p> <p>Identify fast and slow tempo in listening to music.</p> <p>Recognize the differences in dynamic levels in listening to music, and demonstrate appropriate choice in the performance of a song.</p> <p>Demonstrate the ability to relate to the mood and meaning of a song through movement and performance.</p> <p>Communicate ideas and evaluate composer’s ability to communicate his music and form aesthetically based on statements about their choreography.</p>	<p>I: Language arts</p> <p>Speaking</p> <p>Listening</p> <p>Dance</p> <p>Music: 1.2, 1.4</p> <p>A: Listen without the title, followed by a discussion of what the composer was trying to express or imitate in the music.</p> <p>After title is known, choreograph a “dance” using a flashlight for the bumblebee, making it fly around the room.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 1
TOPIC: 1.4
NJCCS: Critique
NS:

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Students will learn to recognize steady beat and to differentiate between beat, no beat, and rests in music.</p>	<p>“Clap Your Hands” “The Wind Blew East”</p>	<p>Demonstrate the ability to recognize aurally, steady beat and no beat songs.</p>	<p>I: Music: 1.1, 1.3 Math: . even .repeating .patterns Arts – form and no form</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 1
TOPIC: Elements and Principles
NJCCS: 1.3
NS: 1, 2, 3, 4

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Experience and explore rhythmic duration and rhythm patterns conducive to a student's grade level ability.</p>	<p>"Flight of the Bumblebee" "Flight '76,"</p>	<p>Use terminology accurately when comparing two listening pieces. Be able to identify the A and B section of a piece.</p> <p>Demonstrate the development of the ability to sing with confidence and tonal accuracy. Identify melodic concepts from notation.</p> <p>Imitate and perform with rhythmic accuracy on rhythmic and/or melodic instruments (one octave step xylophone).</p>	<p>I: Music: 1.1</p> <p>Arts</p> <p>Dance</p> <p>Math: . time . duration</p> <p>A: Re-listen to "Flight of the Bumblebee" and name as many instruments that are heard.</p> <p>Compare two pieces melodically, rhythmically and instrumentally.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 1
TOPIC: Elements and Principles (continued)
NJCCS: 1.3
NS: 1, 2, 3, 4

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
			<p>A: Next class review “Flight 75” and discuss its form and choreograph it using two basic movements, which will coincide with the form of the piece (ABABA), and review the safety rules of moving safely.</p> <p>Experience and explore melodic patterns, phrases, tones that move by steps, leaps and repeats, high and low tones (register) and direction (upward and downward).</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 1
TOPIC: Critique
NJCCS: 1.4
NS:

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>LISTENING: Listen to and critique a classical music piece.</p>	<p>Re-listen to “Flight of the Bumblebee” and identify the melodic line and discuss why the composer made the line move the way he did.</p>	<p>Discuss the intent of the composer and evaluate the outcome of the product.</p>	<p>I: Language arts Speaking Music: 1.1</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 1
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 4.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
Become familiar with sections in music and AB form.	Various poems and stories in <i>Music and You</i> textbook	Demonstrate the ability to identify sections and form in music through playing instruments.	I: Dramatic arts Music: 1.2, 1.3 Language arts Art

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 2
TOPIC: Aesthetics
NJCCS: 1.1
NS: 6

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>TONE COLOR: Discover different kinds of sounds that the singing and speaking voice can make.</p> <p>Explore the sounds of different musical instruments.</p> <p>EXPRESSIVE QUALITY: Develop the ability to recognize tempo, dynamics and style in music.</p>	<p>Saint-Saëns’ “Aquarium” (p.343, <i>Share the Music</i>).</p>	<p>Observe the level of participation, degree of involvement in discussion and the ability of the students to discuss the aesthetic qualities of the music.</p> <p>Identify sounds of human voices and band and orchestral instruments from recordings of respective sounds.</p> <p>Identify fast and slow tempo in listening to music. Recognize differences in dynamic levels in listening to music and demonstrate the appropriate choice in the performance of a song.</p>	<p>I: Visual arts</p> <p>Music: 1.2, 1.3</p> <p>A: Choose to write a story or draw a picture describing life inside an aquarium.</p> <p>Using paper and pencil draw an outline of an aquarium creature. Make a hole for mouth and eyes and attached to a craft stick. Use blue transparency on an overhead project and piece of cloth for screen students will make their creatures swim through the “water” between the overhead projector and the screen.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 2
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 2

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>RHYTHM: Learn to recognize steady beat and to differentiate between beat, no beat and silences (rests) in music.</p>	<p>Learn the rhythmic chant – “Two Little Sausages,” <i>Share the Music</i>, p185.</p>	<p>Demonstrate the ability to recognize steady beat, no beat and rests in music.</p>	<p>I: Music 1.3</p> <p>A: Use creative movements and body percussion to express the words and rhythm.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 2
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 1,2

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Learn to recognize meter in 2 and meter in 3, strong and weak beats, duration, even and uneven patterns.</p> <p>Learn to recognize melody patterns and phrases to identify tones of a melody that move by steps, leaps and/or repeats to distinguish between high and low tones (register) and upward and downward (direction).</p>		<p>Identify pitched and unpitched percussion instruments.</p> <p>Identify an instrument by its tone color and demonstrate the ability to aurally recognize music in 2 and 3 meter.</p> <p>Demonstrate the advancement in the ability to sing with confidence and tonal accuracy.</p> <p>Demonstrate a higher degree of an ability to identify melodic concepts in listening to, moving to, reading (notation) and performing.</p>	<p>I: Language arts</p> <p>Listening</p> <p>Arts</p> <p>Dance</p> <p>A: Tape record several pitched and unpitched percussion instruments. Students will move to an assigned manner depending on whether the instrument is pitched or unpitched.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 2
TOPIC: Creation and Performance (continued)
NJCCS: 1.2
NS: 2

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Explore performing two or more melodies at the same time vocally and with an accompaniment played on a melodic instrument (xylophone),</p>		<p>vocally and playing on melodic instruments (one octave xylophone).</p> <p>Demonstrate an ability to create harmony when they sing a simple two part canon and when they accompany a song with a short ostinato pattern: vocally or played on a xylophone (one octave).</p>	<p>A: Tape-record the sounds of 4 different instruments. The students will identify the instrument and move in a predetermined way when they hear a particular instrument using the rules of moving safely in the classroom</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 2
TOPIC: Critique
NJCCS: 1.4
NS:

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>MOVEMENT Create movement (dance) to a known piece.</p>	<p>“Viennese Musical Clock”</p>	<p>Express statements based on the critique of a performance.</p>	<p>I: Language arts Listening Visual arts Dance Music 1.1 A: Student will put the beat to the piece. A discussion about the instrumentation, tempo and form will follow. Small groups will create movement for each section of the piece. After performing this movements, the class will discuss why the movement id or did not relate to the music.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 2
TOPIC: Improvisation
NJCCS:
NS: 3.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Explore the creation of original rhythmic patterns.</p> <p>Explore creating original melodies.</p> <p>Increase the understanding of AB and ABA form and the difference between the verse and refrain of a song.</p>	<p>Various songs in AB and ABA.</p>	<p>Demonstrate the ability to create an original rhythmic and melodic pattern when improvising a response to the teacher’s one measure pattern, observing the meter and tempo.</p> <p>Demonstrate the ability to identify form in music through moving, using gestures or playing instruments.</p>	<p>I: Art</p> <p>Math</p> <p>A: Provide opportunities to improvise rhythmic “question and answer” within the parameters of the lesson plan.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 3
TOPIC: Aesthetics
NJCCS: 1.1
NS: 6.d, c, 7.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Detect and identify vocal and instrumental tone color.</p> <p>Continue to develop an understanding of tempo, dynamics, and style in music.</p>		<p>Demonstrate the ability to distinguish vocal tone colors heard in a song, identify orchestral and band instruments and various ethnic instruments.</p> <p>Identify fast and slow tempo in listening to music.</p> <p>Demonstrate the ability to identify dynamic levels in listening to music and develop the ability to sing with varied dynamic levels.</p> <p>Demonstrate the ability to relate words and music to the style of performance.</p>	<p>I: Science</p> <p>A: Provide a variety of opportunities to listen to and play classroom instruments, orchestral instruments and ethnic instruments.</p> <p>Provide opportunities to listen to and sing with all vocal tone colors.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 3
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 2.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Understand the steady-beat, detect meter in 2 or 3, strong and weak patterns.</p> <p>Distinguish between sounds of different duration and identify simple syncopation and dotted rhythms.</p>	<p>“You’re a Grand Old Flag” (2), pp.2, “My Hat” (3), p. 98, <i>Music and You</i></p>	<p>Demonstrate the ability to perform steady beat, dotted patterns, and syncopated patterns on classroom instruments.</p>	<p>I: Math Science Visual arts</p> <p>A: Provide opportunities to compare and contrast meter in 2 & 3.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 3
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 1.a, b, c, 3.a, 5.a, c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>MELODY Continue to develop the ability to recognize melody patterns, identify phrases (like and unlike, short and long), evaluate how tones of a melody are moving (by steps, leaps, or repeats), recognize the direction of a melodic line and detect sequences in a melody.</p> <p>HARMONY Develop an understanding of how to create harmony.</p>	<p>“Animal Fair” p. 144, <i>Music and You</i>.</p>	<p>Demonstrate the ability to sing with a higher degree of confidence and understanding of tonal accuracy.</p> <p>Demonstrate higher degree of ability to identify melodic concepts in listening to, moving to and reading music and performing vocally and playing on melodic instruments (1 1/2 octave xylophones).</p>	<p>I: Math Science</p> <p>A: Learn partner songs, rounds.</p> <p>Opportunities to identify short and long phrases, melodic direction, steps, leaps and repeats and sequences within songs and listening examples.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 3
TOPIC: Improvisation
NJCCS:
NS: 3.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Develop the ability to transfer comprehension of basic concepts to creating melodies.</p> <p>Continue to identify forms of verse-refrain, AF and ABA and explore form in call and response, solo-chorus and cumulative songs.</p>	<p>“Oh Susanna,” p. 8, <i>Music and You</i>, -verse refrain.</p> <p>“Oh Dear, What Can the Matter Be,” p. 192, <i>Music and You</i>, - form, ABA</p>	<p>Demonstrate the ability to create an original melody when improvising an immediate vocal response to a teacher’s question, observing tonal and rhythmic accuracy.</p> <p>Demonstrate the ability to employ basic melodic and rhythmic concepts in performing, creating and arranging music within a particular given form.</p>	<p>I: Communication arts</p> <p>A: Create original melodies using classroom instruments.</p> <p>Provide examples of verse-refrain, ABA, and form.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 4
TOPIC: Aesthetics
NJCCS: 1.1
NS: 6.d

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Explore, detect, examine and identify vocal and instrumental tone color.</p> <p>Continue to discover and to develop an understanding of tempo, dynamics and style in music.</p>	<p>“The Old Castle,” Mussorgsky, p.42, <i>Music and You</i>, (listening and tempo)</p> <p>“Russian Dance,” Tchaikovsky, p. 71, <i>Music and You</i>, (accelerando)</p>	<p>Demonstrate the ability to distinguish vocal and instrumental tone colors heard in selections of music.</p> <p>Be able to discuss the effects produced by different vocal combinations: solo, duet, trio or chorus.</p> <p>Be able to perform vocal selections in which there are gradual changes in tempo.</p> <p>Identify tempo from listening to major orchestral works.</p> <p>Demonstrate the ability to relate words and music to the style of a performance when performing given vocal selections and in listening to given pieces of music.</p>	<p>A: Listen to and play a variety of instruments.</p> <p>Singing with and listening to a variety of voices.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 4
TOPIC: 1.2
NJCCS: Creation and Performance
NS: 2.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Increase knowledge and understanding of verbal symbols (terms) and associate the symbols with sound in a more advanced degree of rhythmic accuracy.</p>	<p>Auto harp 1-1/2 octave xylophone</p>	<p>Demonstrate the ability to recognize and perform rhythmic concepts respectively in notation (reading) of music, while listening to and/or accompanying music on rhythmic and/or melodic instruments (1-1/2 octave xylophone, auto harp).</p> <p>Demonstrate the ability to perform rhythmic concepts with a higher degree of accuracy.</p>	<p>A: Play Orff accompaniments on pitched and unpitched percussion instruments.</p> <p>Play autoharp accompaniments to various folk songs.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 4
TOPIC: 1.3
NJCCS: Elements and Principles
NS: 1.a, c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Continue to understand and to increase knowledge of melody patterns, phrases, tones that move by steps, leaps, and repeats, contour, sequences and direction in music.</p> <p>Increase knowledge and understanding of ways to create harmony and develop the ability to associate increased knowledge of verbal symbols (terms) with sound.</p>	<p><i>Music for You:</i> “Canoe Song.” P.49 – rounds</p> <p>“Let Us Sing Together,” p. 128- partner songs</p> <p>“It’s a Small World,” p. 128 – partner songs</p> <p>“Going Camping,” p. 110 – partner songs</p> <p>“Do Lord,” p. 131 – descants</p> <p>“Down the River,” p. 193 - descants</p>	<p>Demonstrate the ability to sing with a high degree of confidence and understanding of tonal accuracy.</p> <p>Demonstrate a higher degree of ability to identify melodic concepts in listening to, moving to and reading music, performing vocally and playing on melodic instruments (1-1/2 octaves).</p> <p>Be able to sing rounds in 3 and 4 parts, ostinato in accompanying a song, singing partner songs (two melodies together) counter melodies and descants.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 4
TOPIC: 1.4
NJCCS: Critique
NS: 7.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Apply critical thinking skills to evaluate and compare several music compositions by the same composer.</p> <p>Continue to discover and to develop an understanding of tempo, dynamics and style.</p>	<p><i>Music For You:</i> “HaniKouni,” p. 58 – tempo “”Cloudburst,” p. 48 – dynamics – distinguishing levels of soft to loud “National Emblem March,” p136 – dynamics – distinguish levels of soft to loud “The Nutcracker” march, p. 94 – style – ballet Hornpipe from “Water Music”, p 75- baroque “Ah, Vous Dirai Je Maman,” p. 159 “It Don’t Mean a Thing If It Ain’t Got That Swing,” p. 143 – jazz “Barcarolle” from “Tales of Hoffman, p164</p>	<p>Evaluation based upon the amount of student discussion and the ability to use terms of critique in discussion.</p> <p>Ability to perform vocal selections in which there are gradual changes in tempo.</p> <p>Identify tempo and dynamics from listening to major orchestral works.</p>	<p>I: Language arts</p> <p>Speaking A: Offer constructive criticism in the evaluation of the composers to express American music.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 4
TOPIC: 1.4
NJCCS: Critique (continued)
NS: 7.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
	<p>“Appalachian,” “Spring Hoedown,” “Lincoln Portrait,” by Aaron Copland</p>	<p>Demonstrate the ability to relate words and music to a style of performance as students listen to and perform vocal selections and listen to various styles of music.</p>	<p>A: Discussion of instrumentation, melodic line and rhythm of each piece. Compare each piece with the other two.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 5
TOPIC: Aesthetics
NJCCS: 1.1
NS: 1.a, c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Continue the development of proper vocal technique and further extend the singing range.</p> <p>Music may move to an underlying steady beat at a fast, moderate or slow tempo.</p>	<p>“Ghost of John,” p. 42 (chest to head voice) “Good-bye Old Paint,” p. 61 (head to middle voice) “For the Gracious Blessings,” p. 68 (low tessitura)</p> <p>“Percussion Variations,” Benjamin Britten, p. 103 “Cindy” p. 51 (instrumental) p. 52 (vocal)</p>	<p>Sing accurately with good breath control, demonstrating basic concepts of posture and vowel formation.</p> <p>Show steady beat and changes of pulse when listening to, moving to, performing or accompanying music.</p>	<p>A: Provide opportunities to sing a variety of vocal ranges.</p> <p>Provide examples of steady beat at various tempos.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 5
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 1.d

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Continue the development of singing in harmony.</p> <p>Perform music with expression through performance.</p>	<p><i>Music For You:</i></p> <p>“Battle Hymn of the Republic,” p. 148 (descant)</p> <p>“Oh Hanukah,” p. 76 (2 part)</p> <p>“Winter’s A Drag,” p. 105 (partner song_</p> <p>“Git Along Little Doggies,” p. 54</p> <p>“Cumberland Mountain Bear Chase,” p. 56</p>	<p>Be able to sing music written in two parts and be able to follow a choral music score.</p> <p>Be able to follow musical directions pertaining to dynamic changes and articulation requirements of the music.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 5
TOPIC: 1.3
NJCCS: Elements and Principles
NS: 5.c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Continue to focus on specific skills/understandings of rhythm, melody, harmony, tone color and expressive qualities.</p> <p>The duration of sounds or silences may be shorter or longer than the beat and these rhythmic values are symbolized.</p>	<p>“We Go Together,” p. 221, (rhythm, melody, expression)</p> <p>“Ghost of John,” p. 42 (tone color, instrument playing, expression)</p> <p>“Erie Canal,” p.18</p> <p>“MaMa, Bake the Johnny Cake.”</p>	<p>Create own melodies at the keyboard and recognize the influence of differing musical elements on the musical whole.</p> <p>Recognize notes and rests in notation by definition, performing rhythmic patterns and identifying patterns upon listening.</p> <p>Recognize ostinato patterns in musical examples.</p>	<p>A: Provide various ways to focus on rhythm, melody, harmony, tone color and expression including singing, movement and instrument playing.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 5
TOPIC: Critique
NJCCS: 1.4
NS: 6.c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Melodies will form patterns (phrases) that will repeat exactly, be similar or be different.</p>	<p>“Simple Gifts” from “Appalachian Spring,” Aaron Copland</p> <p><i>Music For You:</i> “Blue Tail Fly,” p. 167</p> <p>“Ghost of John,” p. 47</p> <p>“Yankee Doodle,” p. 4</p>	<p>Observe the level of class participation and the ability of the students to critique their performance using evaluative language.</p> <p>Recognize like and unlike phrases in music.</p>	<p>I: Arts: Dance</p> <p>Music 1.5</p> <p>Language arts</p> <p>Speaking</p> <p>Listening</p> <p>A: After listening to “Simple Gifts,” students will study the Shaker traditions and create choreography to be performed during the piece. Review the rules for safety when moving in the classroom.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 5
TOPIC: History/Culture
NJCCS: 1.5
NS: 1.c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
Continue the development of proper vocal techniques and further extend the singing range.	Any song in our music series can be used to this end.	Demonstrate knowledge of historical music and ethnic traditions which generate musical works.	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: 1.2
NJCCS: Creation and Performance
NS: 5.a, c, e

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Continue to feel the beat in music and discern meters of 2, 3 and 4.</p> <p>Recognize uneven beat groupings and understand compound meters of 5 and 7.</p> <p>Recognize syncopated rhythmic patterns and compare it to the steady beat.</p>	<p>“Give a Little Love,” Bob Marley</p> <p><i>Brother Eagle, Sister Sky</i></p>	<p>Plan a complete performance of “Give a Little Love,” for other classes using the stereo performance track. This is an evaluation of how precise the students are becoming playing and singing.</p> <p>Show strong and weak emphasis on groupings of beats and be able to determine the meter of musical examples.</p> <p>Demonstrate the strong and weak pulse of compound meters into combinations of double and triple feelings.</p>	<p>I:</p> <p>Language arts</p> <p>Social studies</p> <p>A:</p> <p>Perform a reggae song (“Give a Little Love”) in an appropriate style. Feel the beat in 2.2 using a drum to keep a steady beat. Sing along and listen again, and clap on beat 2 at each measure.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: Creation and Performance (continued)
NJCCS: 1.2
NS: 5.a, c, e

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
		<p>Counting simple meters, to demonstrate accent between the beat.</p> <p>Perform syncopated rhythms in meters of 2 and 4.</p>	<p>Select passages from the book, <i>Brother Eagle, Sister Sky</i>. Working in small groups, compose appropriate music to be performed as background for the reading of each passage. Have each group assess its own performance.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: Creation and Performance
NJCCS: 1.2, 1.3
NS:

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Develop an understanding of the variety of musical styles inherent within different time periods and cultures.</p> <p>Understand the sound production and varieties of tone color of each instrumental family of the orchestra.</p>	<p>“West Side Story”</p>	<p>Demonstrate appropriate use of technology tools, terminology, techniques, and media in the creation of a music soundtrack.</p> <p>Describe musical characteristics of listening examples.</p> <p>Identify basic orchestral instruments and families of instruments at sight and upon hearing.</p>	<p>I: Dance</p> <p>Visual Arts</p> <p>Theater</p> <p>A: Small groups will make a soundtrack for a drama production: . Watch “West Side Story” without music and choose appropriate music (non-original) to go with the drama. Discuss/resolve limitations for recording the music correlated with the drama and record. Then explain how the music affected the intent of the drama.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: Critique
NJCCS: 1.4
NS: 6 a, b, c, 9.c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>MELODY: Recognize similar and contrasting combinations of pitches into patterns and discern the presence of sequences in a melody.</p> <p>HARMONY: Explore how independent movement of lines in a piece of music creates counterpoint.</p> <p>Distinguish the difference between major and minor tonality.</p>	<p>Computer</p>	<p>Discuss in class the critiques of the school music concerts.</p> <p>Recognize like patterns at differing pitch level in musical examples.</p> <p>Identify sequences in musical examples noting musical direction created by the sequences.</p> <p>Observe and describe the effect of independent musical lines sounding simultaneously.</p>	<p>A: Students assess, judge, and evaluate their musical works and the musical works of others through oral and written positive criticism. As a group, students identify and list appropriate elements used as criteria to judge live and recorded musical performances. Use the computer to design a rubric.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: Critique (continued)
NJCCS: 1.4
NS: 6.a, b, c, 9.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>FORM: Discern form from the recognition of similar and different elements within music.</p>		<p>Listen and discern the differences between minor and major chords.</p> <p>Identify the structure of musical examples by recognizing like and unlike sections when listening and observing notation.</p>	<p>Use student created rating sheet to critique live and recorded performances of various genres.</p> <p>Write a critique on the school music concert. In each critique discuss balance blend, ensemble, technical precision, tone, color, intonation, and state presence.</p> <p>Students respond to the question of “Why is it important to analyze the artistic process?”</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: History/Culture
NJCCS: 1.5
NS: 6.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>GENERAL GOALS: Develop an awareness of and experience different musical styles.</p> <p>FORM: Sections of a song or other musical composition may be a smaller combination of a smaller section that is the same, similar or different.</p>	<p>“Concerto in F,” George Gershwin</p>	<p>Discussion to identify the characteristics of this piece and relate them to jazz: syncopation, scales with blue notes, ragged, off-beat themes.</p> <p>Examine similarities and differences in musical examples. Recognize repetition and contrasts in listening selections, performance music and lyrics.</p> <p>Learn vocal concepts pertaining to breath support and control for singing.</p>	<p>I: Social studies</p> <p>A: Learn to recognize characteristics of themes in a movement of a concerto.</p> <p>Discuss the Jazz Age with students.</p> <p>Discuss how Gershwin used traditional instrumentation for his concerto even though the music itself was untraditional in a classical sense, incorporating jazz and popular elements of the day.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: History/Culture (continued)
NJCCS: 1.5
NS: 6.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>EXPRESSIVE QUALITIES: The quality of musical sound and melodic expression are determined by factors including tempo, dynamics, articulation and instrumentation.</p>		<p>Identify and use a variety of tempi, dynamics, and articulation in performance repertoire.</p> <p>Introduction to musical terminology.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 6
TOPIC: Elements and Principles
NJCCS: 1.3
NS: 6.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>FORM: Discern form from the recognition of similar and different elements within music.</p> <p>Understand notational devices in music that indicate the structure of a composition.</p> <p>Identify and discuss musical examples of 2 part, 3 part and rondo forms.</p>	<p>“Come Follow the Band”</p>	<p>Bring in two music examples that reflect ABA form.</p> <p>Identify the structure of musical examples by recognizing like and unlike sections when listening and observing notation.</p> <p>Understand traditional symbols of musical directions (repeat signs, da capo, coda, etc) and be able to follow them in their performance repertoire.</p> <p>Define simple forms such as verse/refrain, ABA, rondo, etc and identify their use in their performance repertoire.</p>	<p>A: Determine form of a song through identifying different sections.</p> <p>“Come Follow the Band”: . Play recording and ask if students have seen a band perform at a circus, football game or parade? . What instruments are mentioned/ heard in the song? . Identify different sections of the song: introduction, interlude, coda, and repeated sections? . Assign letters to the different sections of the music (e.g. ABA).</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 5.a, c, 6. a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>RHYTHM: Continue to feel the beat in music and discern meters of 2, 3, and 4.</p> <p>Recognize uneven beat groups and understand compound meters of 5 and 7.</p> <p>Recognize syncopated rhythmic patterns and compare them to the steady beat.</p>	<p>“Symphony No. 5,” Beethoven</p>	<p>Observe students’ work on “Symphony No. 5” by Beethoven:</p> <ul style="list-style-type: none"> . Score highlighting. . Identification of instrument groupings. . Recognize like patterns at differing pitch levels in musical examples. . Identify sequences in musical examples, noting musical direction created by the sequence. . Show strong and weak emphasis on groupings of beats and be able to determine the meter of musical examples. 	<p>A: Identify the instrument groupings of Beethoven’s “Symphony No. 5” (strings, woodwinds, brass and percussion).</p> <p>Sing and tap characteristic rhythms from movement.</p> <p>Highlight which instrument group has the melody while listening to the recording.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: Creation and Performance (continued)
NJCCS: 1.2
NS: 5.a,c, 6.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>MELODY: Recognize similar and contrasting combinations of pitches into patterns and discern the presence of sequences in a melody.</p> <p>Understand that sequences and phrases will indicate melodic direction.</p>		<p>Demonstrate the strong and weak pulse of compound meters into combinations of duple and triple feelings.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: Elements and Principles
NJCCS: 1.3
NS: 6.b, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>EXPRESSIVE QUALITY: Develop an understanding of the variety of musical styles inherent within different time periods and cultures.</p> <p>Understand the sound production and varieties of tone color of each instrumental family of the orchestra.</p>	<p>“West Side Story”</p>	<p>Demonstrate appropriate use of technology tools, terminology, techniques, and media in the creation of a soundtrack.</p> <p>Describe musical characteristics of listening examples.</p> <p>Identify basic orchestral instruments and families of instruments at sight and upon hearing.</p>	<p>I: Dance</p> <p>Visual arts</p> <p>Theater</p> <p>A: Working in small groups, make a sound track for a drama production and:</p> <ul style="list-style-type: none"> . Watch an excerpt from “West Side Story” with no music. . Choose appropriate music (non-original) to go with the drama. . Discuss/resolve limitations for recording the music to correlate with the drama and record. . Explain how the music affected the intent of the drama.

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: Critique
NJCCS: 1.4
NS: 6.3, b, c, 9.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>MELODY: Recognize similar and contrasting combinations of pitches into patterns and discern the presence of sequences in a melody.</p> <p>Understand that sequence and phrases will indicate melodic direction.</p> <p>HARMONY: Explore how independent movement of lines in a piece creates counterpoint</p> <p>Distinguish the difference between major and minor tonality.</p>		<p>Recognize like patterns at differing pitch levels in musical examples.</p> <p>Identify sequences in musical examples, noting musical direction created by the sequence.</p> <p>Observe and describe the effect of independent musical lines sounding simultaneously.</p> <p>Listen and discern the difference between minor and major chords.</p>	<p>I: Language arts</p> <p>A: Students assess, judge, and evaluate their musical works and the musical works of others through oral and written positive criticism.</p> <p>As a group, identify and list appropriate elements used as criteria to judge live and recorded musical performances.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: Critique (continued)
NJCCS: 1.4
NS: 6.a, b, c, 9.b

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>FORM: Discern form from the recognition of similar and different elements within music.</p>		<p>Identify the structure of musical examples like and unlike sections when listening and observing notation.</p>	<p>Use the computer to design a rubric.</p> <p>Use student-created rating sheet to critique live and recorded performances of various genres.</p> <p>Write a critique on the school music concert. In each critique discuss balance, blend, ensemble, technical precision, tone, color, intonation, and state presence.</p> <p>Respond to the question of “Why is it important to analyze the artistic process?”</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: History/Culture
NJCCS: 1.5
NS: 5.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>Continue to feel the beat in music and discern meters of 2, 3, and 4.</p> <p>To recognize uneven beat groupings and understand compound meters of 5 and 7.</p> <p>Recognize syncopated rhythmic patterns and compare it to the steady beat.</p>	<p>Manyanga Drum Rhythms: “Watermelon Man” and “Mango Santamaria”</p>	<p>Research composer of “Watermelon Man,” and “Mango Santamaria” and the Afro-Cuban culture for an oral/written report.</p> <p>Show strong and weak emphasis on groupings of beats and be able to determine the meter of musical examples.</p> <p>Demonstrate the strong and weak pulse of compound meters into combinations of duple and triple feeling.</p>	<p>I: Language arts</p> <p>A: Small groups will tap steady pulse on alternate surfaces to Manyanga Drum Rhythms: “Watermelon Man”.</p> <p>Perform various parts of rhythm complex.</p> <p>Create own rhythmic complex.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: History/Culture (continued)
NJCCS: 1.5
NS: 5.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
		While counting simple meters, students will demonstrate accents between the beats. Perform syncopated rhythms in meters of 2 and 4.	

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 7
TOPIC: Critique
NJCCS: 1.4
NS: 6.a, 4.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>FORM: Discern form from the recognition of similar and different elements within the music.</p> <p>Understand notational devices in music that indicate the structure of a composition.</p> <p>Identify and discuss musical examples of 2 part, 3 part, and rondo forms.</p>		<p>Observe performance and rotation of multi meter patterns.</p> <p>Identify the structure of musical examples by recognizing like and unlike sections when listening and observing notation.</p> <p>Understand traditional symbols of musical directions (repeat signs, da capo, coda, etc.). Be able to follow them in performance repertoire.</p> <p>Define simple musical forms such as verse/refrain, ABA, rondo, etc. and identify their use in performance repertoire.</p>	<p>A: Working in pairs, starting with 3/4, 3/4 pattern already familiar, students will perform a pattern for performing with their partner.</p> <p>Students will use simple notation to create a repeated pattern. Have the rest rotate the pattern as they hear it.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: Creation and Performance
NJCCS: 1.2
NS: 5.a, 6.b, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>RHYTHM: Continue to feel the beat in music and discern meters of 2, 3 and 4.</p> <p>Recognize uneven beat groupings and understand compound meters of 5 and 7.</p> <p>Recognize syncopated rhythmic patterns and compare them to the steady beat.</p>	<p>“Symphony No. 5,” by Beethoven</p>	<p>Both teacher and students will critique each other’s conducting performance.</p> <p>Show strong and weak emphasis on groupings of beats and be able to determine the meter of musical examples.</p> <p>Demonstrate the strong and weak pulse of compound meters into combinations of duple and triple feeling.</p> <p>While counting simple meters, be able to demonstrate accents between the beat.</p>	<p>I: Math</p> <p>A: Listen to “Symphony No. 5” while following a conductor’s score.</p> <p>Review the previously marked conductor’s score. (7th grade project and make changes where necessary).</p> <p>Learn to conduct basic meter patterns (2/4, 3/4, 4/4) without music.</p> <p>Practice conducting basic meter patterns with a metronome set at various tempi.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: Creation and Performance (continued)
NJCCS: 1.2
NS: 5.a, 6.b, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>EXPRESSIVE QUALITIES: Develop an understanding of the variety of musical styles inherent with different time periods and cultures.</p> <p>Understand the sound production and varieties of tone color of each instrumental family of orchestra.</p>		<p>Perform syncopated rhythms in meters of 2 and 4.</p> <p>Describe musical characteristics of listening examples.</p> <p>We able to describe musical characteristics of listening examples.</p> <p>Identify basic orchestral instruments and families of instruments at sight and upon hearing.</p>	<p>Break up into different groups representing the major sections of the orchestra. Have a chance to conduct individual model of orchestra.</p> <p>Practice conducting with a recording of “Symphony No. 5”.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: Creation and Performance
NJCCS: 1.3
NS: 6.b, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>EXPRESSIVE QUALITIES: Develop an understanding of the variety of musical styles inherent within different time periods and cultures.</p> <p>Understanding the sound production and varieties of tone color of each instrumental family of orchestra.</p>	<p>“West Side Story”</p>	<p>Demonstrate an appropriate use of technology tools, terminology, techniques, and media in the creation of a music sound track.</p> <p>Describe musical characteristics of listening examples.</p> <p>Identify basic orchestral instruments and families of instruments at sight and upon hearing.</p>	<p>I: Dance Visual arts Theater</p> <p>A: Working in small groups to make a soundtrack for the drama production: . Watch an excerpt from “West Side Story” with no music. . Choose appropriate music (non-original) to go with the drama. . Discuss/resolve limitations for recording the drama and record. . Explain how the music affected the intent of the drama.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: Critique
NJCCS: 1.4
NS: 6.a, 6.c, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>MELODY: Recognize similar and contrasting combinations of pitches into patterns and discern the presence of sequences in a melody.</p> <p>Understand that sequences and phrases will indicate melodic direction.</p>	<p>Computer</p>	<p>Discuss the critiques of the school music concerts.</p> <p>Recognize like patterns at differing pitch levels in musical examples.</p> <p>Identify sequences in musical examples, noting musical direction created by the sequence.</p> <p>Observe and describe the effect of independent musical lines sounding simultaneously.</p> <p>Listen and discern the major differences between minor and major chords.</p>	<p>I: Language arts</p> <p>A: Students assess, judge and evaluate their musical works and the musical works of others through oral and written positive criticism.</p> <p>Identify and list appropriate elements used as criteria to judge live and recorded musical performances.</p> <p>Use computer to design a rubric.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: Critique (continued)
NJCCS: 1.4
NS: 6.a, 6.c, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>HARMONY: Explore how independent movement of lines in a piece of music creates counterpoint.</p> <p>Distinguish the difference between major and minor tonality.</p> <p>FORM: Discern form from the recognition of similar and different elements within music.</p>		<p>Identify the major and minor tonality of chord accompaniments by listening to their effect on a piece of music.</p>	<p>Use student-created rating sheet to critique live and recorded performances of various genres.</p> <p>Write a critique on the school music concert. In each critique discuss balance/blend, ensemble, technical precision, tone, color, intonation, and site presence.</p> <p>Respond to the question of “Why is it important to analyze the artistic process?”</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: History and Culture
NJCCS: 1.5
NS: 6.b, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>EXPRESSIVE QUALITIES: Develop an understanding of the variety of musical styles inherent within different time periods and cultures.</p> <p>Understand the sound production and varieties of tone color of each instrumental family of orchestra.</p>		<p>Critique the orals reports presented to the class.</p> <p>Observe the differences in style among students' vocal repertoire.</p> <p>Describe musical characteristics of listening examples.</p> <p>Identify basic orchestral instruments at sight and upon hearing.</p>	<p>I: Language arts Social studies Visual arts Dance Theater</p> <p>A: Study an opera based on its music, lyrics, and historical, social, and cultural content.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: History and Culture (continued)
NJCCS: 1.5
NS: 6.b, 7.a

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
			<p>A group presents an oral/written report to the class using audiovisual, taped, or music video. Each group will compare the chosen opera with aspects in today's society.</p> <p>Attend a live performance of the opera and make changes where necessary to their original report.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC**

GRADE: 8
TOPIC: Elements and Principles
NJCCS: 1.3
NS: 3.a, 3.b, 6.a, 6.c

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/Activities (A)
<p>MELODY: Recognize similar and contrasting combinations of pitches into patterns and discern the presence of sequences in a melody.</p> <p>Understand that sequences and phrases will indicate melodic direction.</p>		<p>Teacher will listen to ostinato patterns and make suggestion to students.</p> <p>Recognize like patterns at differing pitch levels in musical examples.</p> <p>Identify sequences in musical examples noting musical direction created by the sequence.</p> <p>Observe and describe the effect of independent musical lines sounding simultaneously.</p> <p>Hold voice part while singing a canon.</p> <p>Listen and discern the difference between minor and major cords.</p> <p>Identify the major and minor tonality of chord accompaniments by listening to their effect on a piece of music.</p>	<p>A: Create ostinato patterns.</p> <p>Study the meaning of ostinato and listen to examples.</p> <p>Experiment to find out what happens to the sound when ostinato patterns are added/deleted.</p> <p>Given simple melody, create simple ostinato patterns to accompany the melody.</p>

**FLORHAM PARK PUBLIC SCHOOLS
VOCAL MUSIC AND CHORUS
PROGRESS INDICATORS**

GRADES 6, 7, 8

GENERAL GOALS	NJCCS	NS	THINK	PROGRESS INDICATORS
1. To continue the development of proper vocal technique and further extend the singing range.	1.1 1.5	1.a, 1.c	Reproduce Apply	1.a Students will sing accurately and with good breath control demonstrating basic concepts of posture and vowel formation.
2. To continue the development of singing in harmony.	1.2	1.d	Compare Differentiate	1.a Students will sing music written in two parts and be able to follow a choral music score.
3. To perform music with expression through performance.	1.2 1.4	1.b	Create, predict, recall, apply	1.a Students will be able to follow musical directions pertaining to dynamic changes and articulation requirements of their music.
4. To continue to focus on specific skills/understandings of rhythm, melody, harmony, tone, color and expressive qualities.	1.3	1.e	Create, predict, recall apply	1.a Students will create their own melodies at the keyboard. They will recognize the influence of differing musical elements on the musical whole.
5. To further extend the singing range.	1.5	1.c		1.a Students will recognize their individual vocal growth and its contribution to the singing ensemble.

PROGRESS INDICATORS

CONCEPT	NJCCS	NS	THNKG	PROGRESS INDICATORS
RHYTHM:				
1. Music may move to an underlying steady beat at a fast moderate or slow tempo.	1.1 1.3	5.a		1.a Students will show steady beat and changes of pulse when listening to, moving to, performing or accompanying music.
2. To develop understanding of the variety of musical styles inherent within different time periods and cultures.	1.5	6.b 7.a	Differentiate Categorize Separate	1.a Students will observe differences in style among their vocal repertoire. 1.b Students will describe musical characteristics of listening examples.
3. To understand the sound production and varieties of tone color of each instrumental family of the orchestra.		6.b 7.a	Differentiate Categorize Separate	1.a Students will be able to identify basic orchestral instruments and families of instruments by sight and upon hearing.
4. To recognize similar and contrasting combinations of pitches into patterns and discern the presence of sequences in a melody.	1.3, 1.4	6.a	Compare Identify Outline	1.a Students will recognize like patterns at differing pitch levels in musical examples.
5. To understand that sequences and phrases will indicate melodic direction.	1.3	5.c	Choose Investigate Identify	1.a Students will identify sequences in musical examples, noting musical direction created by the sequence.

PROGRESS INDICATORS

CONCEPT	NCCS	NS	THNKG	PROGRESS INDICATORS
HARMONY:				
1a. To explore how independent movement of lines in a piece of music creates counterpoint. 1b. To identify and analyze a canon.	1.2 1.5	3.a 7.a	Translate Investigate Compare	1a. Students will observe and describe the effect of independent musical lines sounding simultaneously. 1b. Students will be able to hold their voice part while singing a canon.
2. To distinguish the difference between major and minor tonality.	1.1	6.c 7.a	Compare Assess	1.a Students will listen and discern the difference between minor and major chords.
3. To assess the effect of chords chosen to accompany a song.	1.1 1.2	6.c	Judge Discuss Evaluate	1.a Students will identify the major and minor tonality of chord accompaniments by listening to their effect on a piece of music.

PROGRESS INDICATORS

CONCEPT	NJ	NAT	THNKG	PROGRESS INDICATORS
FORM:				
1. To discern form from the recognition of similar and different elements within music.	1.3	4.1 6.a	Compare Order Categorize Differentiate	1.a Students will identify the structure of musical examples by recognizing like and unlike sections when listening and observing notation.
2. To understand notational devices in music that indicate the structure of a composition.	1.3	4.a 6.a	Compare Order Categorize Differentiate	1.a Students will understand traditional symbols of musical directions (repeat signs, da capo, coda, etc.) and be able to follow them in their performance repertoire
3. To identify and discuss musical examples of 2 part, 3 part and rondo forms.	1.3	4.a 6.a	Compare Order Categorize Differentiate	1.a Students will define simple musical forms such as verse/refrain, ABA, rondo, etc. and identify their use in their performance repertoire.

PROGRESS INDICATORS

CONCEPT	NJ	NAT	THNKG	PROGRESS INDICATORS
EXPRESSIVE QUALITIES:				
1. To continue the development of proper singing technique for increased musical expression.	1.2	1.b,e, 7.a	Apply Illustrate	1a. Students will use proper breath support to effect changes in dynamics and musical style. 1b. Students will develop increased awareness of good vocal tone, proper phrasing and diction to insure successful singing performance.
2. Students will discern duple and triple meter.	1.3	5.a 1.d	Identify Reproduce Translate Demonstrate	1a. Students will recognize strong and weak emphasis on grouping of notes. 1b. Students will count to show understanding of duple and triple meter identification upon listening to musical examples. 1c. Students will perform meters of 2, 3 and 4.
3. The duration of sounds or silences may be shorter or longer than the beat and these rhythmic values are symbolized			Identify Reproduce Translate Demonstrate	1a. Students will recognize notes and rests in notation by definition, performing rhythmic patterns and identifying patterns upon listening. 1b. Students will recognize ostinato patterns in musical examples.
4. Music is organized into rhythmic patterns that are the same or different.	1.3 1.4	5.c,d		1.a Students will identify similar rhythmic patterns in notation or while listening to music.

PROGRESS INDICATORS

CONCEPT	NJ	NAT	THNKG	PROGRESS INDICATORS
MELODY:				
1. Musical sounds (pitch) occur at low, medium and high ranges and may move upward, down or stay the same.	1.3 1.4	1.b,c,d 3.b	Identify Translate Infer Create Select	1a. Students will differentiate between registers of sound and recognize the three variables of pitch direction when listening to musical examples and by playing examples of these concepts at the keyboard. 1b. Students will associate line and musical notation with contours of various melodies.
2. Melodies utilize pitches in combinations of steps, skips, leaps and/or repeats.	1.3 1.4 1.2	4.a 5. b, d	Identify Create Classify Compare	1a. Students will recognize the four variables of melodic movement in reading musical notation. 1b. Students will create examples of these combinations at the keyboard.
3. Melodies will form patterns (phrases) that will repeat exactly, be similar or be different.	1.4	6.c	Identify Create Classify Compare	1a. Students will recognize like and unlike phrases in music.
4. The end of melodic phrase may be complete or incomplete.	1.3 1.4	3.a 4.a	Assess Choose	1a. Students will discriminate between weak and strong cadences. 1b. Students will be able to identify a phrase with a tonal center upon hearing and be able to provide the tonal center of an incomplete phrase.

PROGRESS INDICATORS

CONCEPT	NJ	NAT	THNKG	PROGRESS INDICATORS
HARMONY:				
1. Two or more pitches may be combined to create harmony that accompanies a melody.	1.3 1.2	3.c 4.a	Decide Choose Select Create	1.a Students will be able to distinguish between melody and accompaniment. 1.b Students will create accompaniments using pitch clusters.