



DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Art: Vocal Music
Curriculum Guide

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DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts: Vocal Music Curriculum Guide

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Note: All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes.

MISSION STATEMENT

The Denville School District's mission is to engage, challenge, and empower life-long learners in an atmosphere of mutual respect and trust, where all students have the opportunity to become productive, knowledgeable, and responsible citizens in a global society. They will achieve these goals in accordance with the New Jersey Core Curriculum Content Standards.

DEPARTMENT VISION

It is the firm belief of the Denville Township School District Performing Arts Department that the Performing Arts are vital and essential elements in a well-versed education. Music, as well as theater and dance, provides an opportunity for self-expression and reflection. The Performing Arts is a universal language, whether through music or pictures, and is at the foundation of one's cultural experience and history. Learning this language of music enables our students to become empowered contributors of a global society.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

Integrated Accommodations and Modifications

For Students with IEPs, 504s, and/or Students at Risk of Failure

Projects can be completed through a variety of mediums that utilize the most proficient motor skills (fine or gross) • Individualized feedback provided through conferences and small groups • Use of visual and multi-sensory formats • Use of assistive technology • Use of oversized tools designed to address fine motor skill deficiencies • Modification of content and student products • Authentic assessments • Student choice in projects.

Gifted & Talented Students

• Individualized feedback provided through conferences and small groups • Student choice in projects • Introduction to more advanced art techniques • Interest-based content • Student-driven goals

English Language Learners

• Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Student choice in projects • Kinesthetic activity that do not require strong command of English language

Interdisciplinary Connections:

Science- (Waves and sound)

4-PS4 Waves and their Applications in Technologies for Information Transfer

MS-PS4 4-PS4 Waves and their Applications in Technologies for Information Transfer

Social Studies- (Music History)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

World Language- (Cultural Music)

7.1.N.M.- Many [products](#) and [practices](#) related to home and community are shared across cultures; others are culture-specific.

World Cultures are studied through their art, music, and dances.

Visual Performing Arts/Dance & Theatre

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.

21st Century Skills, Technology, Career Ready Practices

21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input checked="" type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input checked="" type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence 	

**Kindergarten Vocal Music
Pacing Guide
1 lesson per week**

Unit 1 & 2 are interwoven throughout the year

Unit 1: Rhythm, Meter, and Beat 18 days			
Unit 2 Listening to Music 18 days			
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: Kindergarten

Unit: Rhythm, Meter & Beat

Time Frame: On Going

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Music is a means of self expression. • Voices can be used as musical instruments. 		<ul style="list-style-type: none"> • What is music? • How do we use our voices to make music? • How can we use instruments to make music? 	
KNOWLEDGE	SKILLS	NJSLS	
<p>Students will know:</p> <ul style="list-style-type: none"> • fundamental playing techniques for Orff instruments • simple circle songs with repetitive phrases • music has existed for a long amount of time and has changed throughout history • contrast exists in music • basic rhythmic patterns in 2/4 or 4/4 time 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate simple accompaniment on prepared Orff instruments • sing and clap songs taught by rote • identify various themes from mainstreamed composers such as Beethoven or Mozart • identify loud and soft, fast and slow & high and low (opposites in music) • identify notes with syllables such as ta, ti-ti, ta-a, tic-a-ta-ca, and rest 	<ul style="list-style-type: none"> 1.1.P.B.3 1.3.P.B.1 1.3.P.B.2 1.3.P.B.4 1.3.P.B.5 1.3.P.B.6 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
xylophone mallet instrument steady beat Beethoven Mozart ta-a, ta, ti-ti, tic-a-ta-ca	Orff Instruments various recordings piano cue cards	Observation Participation	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: Kindergarten

Unit: Listening to Music

Time Frame: On Going

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Music is a form of storytelling, which can stir emotion. • An audience supports performers by being good listeners and being respectful. 		<ul style="list-style-type: none"> • Does music tell a story? • What makes an audience “good”? 	
KNOWLEDGE	SKILLS	NJSLS	
<p>Students will know:</p> <ul style="list-style-type: none"> • music can often times tell a story or cause an emotional reaction • appropriate behavior while watching a performance 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe a song using words such as happy, sad, scary or angry, etc. • use imagination to relate music to a story (abstract). • clap and participate appropriately during school assemblies and performances 	<p>1.4.P.A.2 1.4.P.A.3 1.4.P.A.6</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>musical play theater lines</p>	<p>various recordings cue cards</p>	<p>Observation Participation</p>	

**1st Grade Vocal Music
Pacing Guide
1 lesson per week**

Unit 1 Rhythm, Meter & Beat 9 days	Unit 2 Performance/Music Literacy 9 days	Unit 3 Solfege 9 days	Unit 4 History 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 1st

Unit: Rhythm, Meter & Beat

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Rhythm is the foundation of a musical piece and contributes to the expression of a song. Although instrument types may vary, all of them produce sound through vibration. 		<ul style="list-style-type: none"> Can a beat be thought in your head? How does an instrument make sound? 	
KNOWLEDGE	SKILLS	NJSLS	
<p>Students will know:</p> <ul style="list-style-type: none"> fundamental playing techniques for Orff instruments (2 Classes) steady Beat is a fundamental element of music (2 Classes) each note is represented by syllables: Ta, ti-ti = quarter note & double eighth note respectively (3 Classes) proper posture and breathing techniques are necessary in successful singing and playing 	<p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate basic competency while playing Orff instruments over a teacher created ostinato using a pentatonic scale demonstrate and identify the steady beat through circle songs and Orff instruments clap and label basic common time rhythmic patterns from four beat patterns demonstrate proper posture in both standing and sitting positions while singing and playing songs 	<p>1.1.2.B.2 1.2.2.A.2 1.3.2.B.1 1.3.2.B.2 1.3.2.B.3 1.3.2.B.5</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
xylophone mallet instrument improvisation steady beat whole, half, quarter and eighth notes & rests	Orff Instruments various recordings piano cue cards	<p>Students will be assessed by their success in making music to a steady beat.</p> <p>Students will be assessed based on flashcards and two measure rhythmic sight readings.</p>	

DENVER TOWNSHIP SCHOOL DISTRICT

Vocal Music Curriculum Guide

Grade: 1st

Unit: Performance/Music Literacy

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Basic music literacy involves the reading of rhythm and pitch patterns which can improve one's ability to perform music. The arts serve multiple functions: enlightenment, education, and entertainment. 	<ul style="list-style-type: none"> How do we make music with our voices? Can music be made without beat and rhythm?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> ear training and listening skills are prerequisites for music literacy music has a separate language made up symbols, notes and rests notes indicate both pitch and rhythm a variety of music is appropriate for specific holidays and cultures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> write down simple four beat dictation phrases using whole, half, quarter and eighth notes and half and quarter rests draw and label the notes and rests up to the eighth along with the treble clef sing simple two measure phrases on mi and do from rote or blackboard cues sing appropriate seasonal music 	<p>1.1.2.B.1 1.1.2.B.3 1.1.2.B.2 1.2.2.A.2 1.3.2.B.1 1.3.2.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>whole, half, quarter, eighth notes & rests treble clef rhythm</p>	<p>matching game holiday songs</p>	<p>Note Identification Test</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT

Vocal Music Curriculum Guide

Grade: 1st

Unit: Solfege

Time Frame: 6/7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Variations in melody, pitch direction, rhythm, tempo and dynamics help to define music. Movement to music can be expressed in a variety of ways and based on the mood of the music. 	<ul style="list-style-type: none"> How is music performed? Can music be described?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> music is notated for both pitch and rhythm a variety of music is appropriate for specific holidays, seasons and cultures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> sing simple melodies on mi-re-do and transfer the pitches to lyrics clap phrases (multiple measures) seamlessly sing appropriate seasonal music using proper posture and breathing 	<p>1.1.2.B.1 1.1.2.B.2 1.1.2.B.3 1.2.2.A.2 1.3.2.B.1 1.3.2.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>phrase solfege syllable scale</p>	<p>conversational solfege texts</p>	<p>Aural and visual by instructor and peer evaluations. Students will sight sing simple melodies on DO-RE-MI</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 1st

Unit: History

Time Frame: 9 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Composing is a form of communication and provides a method of self expression. • Music is a way for people to express themselves. 	<ul style="list-style-type: none"> • What is a composer? • Does music always tell a story?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • music has evolved over a large amount of time • music without words can often times tell a story or reflect upon images 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify Beethoven, Mozart & Bach and site one important fact about each • recognize one piece of music (based on theme) from each said composer • put appropriate movements to pieces of music that reflect what they hear 	<p>1.2.2.A.1 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>composer Beethoven Mozart Bach</p>	<p>various listening examples by appropriate composers solfege texts</p>	<p>Movement appropriate to music. In class discussions on similarities and differences between new and old music</p>

**2nd Grade Vocal Music
Pacing Guide
1 lesson per week**

Unit 1 Instruments, History 9 days	Unit 2 Performance/Holiday Music Literacy 9 days	Unit 3 Theater 9 days	Unit 4 Orff Instruments and Steady Beats 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 2nd

Unit: Instruments, History

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Every artist has a style; every artistic period has a style. • Music, musical terms, and musical instruments can be categorized and provide us with a common language globally. 	<ul style="list-style-type: none"> • What are instrument families? • Can music have meaning without words?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • musical instruments have a unique sound and build and are categorized into musical families • that certain composers were associated with specific attributes • pieces of music can often times tell a story or have a theme even though lyrics are not present • that music is often composed into patterns (form) and conductor is responsible for keeping order 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and name instruments in the following families: woodwinds, brass, percussion, strings, keyboards • identify composers based on the theme of certain musical works • listen to specific pieces of music and interpret themes or stories • respond to conducting cues and sight read simple phrases 	<p>1.1.2.B.1-4 1.2.2.A.1 1.2.2.A.2 1.3.2.B.6 1.3.2.B.7 1.4.2.A.1 1.4.2.A.2 1.4.2.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
phrase conductor composer families instrument names Beethoven Mozart Bach Brahms	recordings associated with composers conversational solfege	Instrument Family Bingo Identification of instruments based on sound. Appropriate movements to songs.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 2nd **Unit:** Performance, Thanksgiving/Holiday, Music Literacy

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Rhythm is the foundation of a musical piece and contributes to the expression of a song. Learning to interpret patterns and symbols in music helps to explore music and communicate with others through music. 		<ul style="list-style-type: none"> What are musical elements? How does music create community? 	
KNOWLEDGE	SKILLS	NJSLS	
<p>Students will know:</p> <ul style="list-style-type: none"> basic ear training and listening skills are pre-requisites for music literacy elements of music are necessary for a true appreciation of this art music is notated for both pitch and rhythm a variety of music appropriate for specific seasons, holidays, and cultures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify sounds associated with notes and rests Ta-ah-ah-ah = whole note Ta-ah = half note Ta = quarter note Ti-Ti = eighth note Tik-a-tak-ah = sixteenth note identify terms dealing with dynamics and tempo simple melodies on mi-re-do and transfer the pitches to lyrics clap phrases using note appropriate syllables sing appropriate seasonal music using proper posture and breathing 	1.1.2.B.1 1.1.2.B.2 1.1.2.B.3 1.1.2.B.4 1.2.2.A.2 1.3.2.B.1 1.3.2.B.2	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
whole, half, quarter, eight, sixteenth notes and rests piano forte solfege scales home tone	flashcards listening examples seasonal music conversational solfege text	Quiz on notes and sounds associated with them. Sight singing examples on DO-RE-MI.	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 2nd

Unit: Theater

Frame: 9 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality storytelling product. • Demonstrating respect for performances, from both on and off the stage, can foster a deep appreciation for the musical/theatrical arts. 	<ul style="list-style-type: none"> • How does a play or a musical make a story come alive? • How does creating and performing in the arts differ from viewing the arts?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • elements of theatre are recognizable in theatrical performances • there is specific terminology used in theatrics • there is a difference between self and a character 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify different features of theatre: character, plot, action, spectacle, and sound • perform and act out a seasonal musical as a grade level • identify and respond to stage directions, areas of stage • act out and perform a skit, play or musical in a small or large scale setting 	<p>1.1.2.C.1 1.1.2.C.2 1.1.2.C.3 1.1.2.C.4 1.3.2.C.1 1.3.2.C.2 1.3.2.C.3 1.4.2.B.1 1.4.2.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>stage directions character plot setting stage musical script</p>	<p>various musicals scripts</p>	<p>The final performance of a small in class musical or a large grade level musical.</p>

DENVER TOWNSHIP SCHOOL DISTRICT

Vocal Music Curriculum Guide

Grade: 2nd

Unit: Orff Instruments & Steady Beats

Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Melody, harmony, rhythm, and timbre are important elements used in music to create a desired sound. • Tone color is what makes a particular musical sound different from another, even when they have the same pitch and loudness. 	<ul style="list-style-type: none"> • Can music create emotion? • What is tone color and can it be created in music?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • playing techniques for various general music instruments will enhance musicianship • vocabulary and beat is foundational to basic music literacy • proper singing techniques are necessary for creating good sound 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate correct playing techniques for general music instruments • identify and define terms: rhythm, timbre, dynamics, form, and melody • demonstrate rhythmic patterns and knowledge of vocabulary through music games • demonstrate proper technique by singing seasonal songs 	<p>1.1.2.B.2 1.3.2.B.1 1.3.2.B.3 1.3.2.B.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>timbre (tone color) rhythm form melody harmony</p>	<p>Orff instruments boom whackers</p>	<p>Vocabulary Quiz</p> <p>Various listening examples and a brief writing sample based on the listening.</p>

**3rd Grade Vocal Music
Pacing Guide
1 lesson per week**

Unit 1 Elements of Music 12 days		Unit 2 Literacy, Recorder, Notation 12 days		Unit 3 Dynamics, Tempo, Recorder 12 days	
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4		

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 3rd

Unit: Elements of Music

Time Frame: 10 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Melody, harmony, and rhythm are important elements used in music to create a desired sound. • The arts serve multiple functions: enlightenment, education, and entertainment. 	<ul style="list-style-type: none"> • Why are musical elements important? • How does music enrich our lives?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • music may be notated differently and may include other parts such as piano • songs can be sung in unison or harmony • elements of music are building blocks for music literacy and proficiency • a variety of music is appropriate for specific holidays and cultures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • sing music from scores that include the grand staff • sing partner songs and in rounds • identify and define vocabulary terms: unison, harmony, measure, treble clef, staff, bar lines, time signature & ledger lines • sing appropriate seasonal music 	<p>1.1.5.B.1 1.1.5.B.2 1.2.5.A.1 1.2.5.A.2 1.3.5.B.1 1.3.5.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
unison, harmony measure treble clef staff bar lines time signature ledger lines	holiday music recorders staff paper flash cards	Sing sounds in a round form. Playing Tests

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 3rd

Unit: Literacy, Recorder, Notation

Time Frame: 10 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Learning to interpret patterns and symbols in music helps to improve technical skill and provides a common language to perform in a group. • Participation in a performance and using knowledge of musical skills and elements can help build self-esteem and confidence. 	<ul style="list-style-type: none"> • How does music look? • How is music performed? • How does music sound different between voice and instruments?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • basic music notation in the treble & bass clefs • notes and rests have specific rhythms • strong posture and good technique will improve tone quality for both vocal and instrumental music 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify line and space notes in both the treble and bass clefs • demonstrate rhythms by playing recorder off of printed sheet music • sing and play individually for assessment and in a group setting for performance 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.2 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4 1.4.5.B.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
staff bass clef treble clef space notes line notes	wipe off boards recorders variety of sheet music recordings	Identify instruments based on sounds. Spell words using music notes.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 3rd

Unit: Dynamics, Tempo, Recorder

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Music is a universal language made of its own vocabulary and symbols. • Melody, harmony, and rhythm are important elements used in music to create a desired sound. 	<ul style="list-style-type: none"> • How is music read? • What is harmony and how is it created?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • basic music notation and syllables associated with different note values • music is marked with different words to indicate volume and speed • the differences between unison and harmony 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and define various elements of music and the vocabulary associated with them • annotate different rhythms through dictation • demonstrate through song or recorder the following music markings: largo, presto, andante, forte, piano • demonstrate by singing partner songs and in round 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>tempo dynamics largo presto andante forte piano</p>	<p>recorders sheet music</p>	<p>Recorder Karate (Or comparable program) Playing & Written Test</p>

**4th Grade Vocal Music
Pacing Guide
1 lesson per week**

Unit 1 Reading Multi-Staffed Music 9 days	Unit 2 Music Literacy, Performance 9 days	Unit 3 Theater PBL 9 days	Unit 4 Music Literacy 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 4th

Unit: Reading multi-staffed music **Time Frame:** 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Culture affects self-expression, whether we realize it or not. • Every artist has a style; every artistic period has a style. • Breaking accepted norms often give rise to new forms of artistic impression. 	<ul style="list-style-type: none"> • Does music influence people or do people influence music? • What is musical style?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • harmonies are annotated by part 1 and part 2 on a grand staff • the variety of different repeat signs • composers and music of the past have influenced the music listened to today 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • sing and follow music written for two treble parts • label, identify repeat signs endings and codas. • cite different examples of pieces of music/composers and what or whom they influenced 	<p>1.1.5.B.1 1.1.5.B.2 1.2.5.A.1 1.2.5.A.2 1.3.5.B.1 1.3.5.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>repeat signs endings and coda grand staff part 1 part 2</p>	<p>sheet music piano recordings flash cards</p>	<p>Repeat Sign Assignment</p> <p>Successfully navigate an octavo of two parts and grand staff.</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 4th

Unit: Music Literacy/Performance

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Participation as an audience member can help broaden our perceptions of both perform and performance. • Listening to, analyzing, and performing music helps to develop an appreciation of how music relates to a person’s culture and community. 	<ul style="list-style-type: none"> • How is music performed? • How does music fit into the world? • How does music reflect culture and history?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • how music is noted on a grand staff for singing different parts • the difference between duple and triple meter: 4, 2, 3,6 4, 4, 4, 8 • proper posture and technique are necessary for both singing and playing instruments <ul style="list-style-type: none"> - diaphragm - lungs - vocal folds • a variety of music is appropriate for specific holidays and cultures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • sing music accurately by reading sheet music • recognize and differentiate between different time signatures • perform both unison and harmony pieces of music • sing appropriate holiday and seasonal songs 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.2 1.4.5.A.3 1.4.5.A.2 1.4.5.B.1 1.4.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>meter diaphragm lungs vocal folds veteran time signature common time</p>	<p>sheet music wipe off board piano time signature wipe off cards</p>	<p>Music & math: build measures based on time signatures. Name specific examples of good singing/playing techniques.</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 4th

Unit: Theater PBL

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> • The arts serve multiple functions: enlightenment, education, and entertainment. • Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The critical process of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks. 		<ul style="list-style-type: none"> • What is the purpose of theater? • What are theatrical elements? • What is the difference between a thoughtful and a thoughtless artistic judgment? 		
KNOWLEDGE		SKILLS		NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • a play/musical has a specific structure • a stage is made up of many parts • plays, skits, musicals are critique based on quality and entertainment value 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and breakdown a play: script, scenes, acts, characters, directors, actor, program • identify different parts of a stage and surrounding area: apron, teasers, wings, stage directions, sound board, light board • write a small skit and make a program • critique themselves using a grading rubric 		1.1.5.C.1 1.1.5.C.2 1.1.5.C.3 1.1.5.C.4 1.3.5.C.1 1.3.5.C.2 1.4.5.B.2
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT
script scene act stage directions character director actor apron teasers wings sound board light board program skit play musical		stage plays/scripts two Computers on Wheels rubric		Completed script and various progress checks with rough copies.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 4th

Unit: Music Literacy

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art is a way to express oneself, whether visual or performing. • The artistic process can lead to unforeseen or unpredictable outcomes. • Breaking accepted norms often give rise to the new forms of artistic expression. 	<ul style="list-style-type: none"> • How is creating music like creating a piece of “art”? • How can we create melodic expression?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • music is annotated on a staff specific to the time signature in key of C • harmonies can become more complex in any given piece of music 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and label: staff, note signature, notes/rests, tempos marking • use Orff instruments (or any diatonic instrument) to make up a melody and write is correctly • sing a variety of two part songs ranging from easy to difficult 	<p>1.1.5.B.1 1.1.5.B.1 1.3.5.B.1 1.3.5.B.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>scale staff paper</p>	<p>white boards markers recordings sheet music</p>	<p>Playing Orff instruments accurately with properly notated sheet music.</p> <p>Students compose their own song and play for class.</p>

**5th Grade Vocal Music
Pacing Guide
1 lesson per week**

Unit 1 Bach to Rock PBL 9 days	Unit 2 Music Literacy Performance 9 days	Unit 3 Song Structure 9 days	Unit 4 Theater/Music Literacy 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 5th

Unit: Bach to Rock PBL

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> • Listening and creating music of how we relate to the world around us. • Every artistic period has a style. 		<ul style="list-style-type: none"> • Is music a universal language? • How can music send a message? • What makes a musical artist? 		
KNOWLEDGE		SKILLS		NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • there is a specific timeline in music history • compositions were written similarly within a single time period • Rock/Pop music has evolved over time • the elements of a good presentation and research project 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify composers from each time period and music associated with each • name influential composers from each time period • research and present different musicians from the 1950s to today • fill out a pre-designed rubric rating individuals work only 		1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.B.4 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.2
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT
Renaissance Baroque Classical Romantic Composers from each time period		timeline chart recordings Cannon in D This Night Pathatique		Completed presentation and various progress checks through rough copies.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 5th

Unit: Music Literacy/ Performance

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> • The critical process of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks. • Demonstrating respect for performances can foster a deep appreciation for the musical arts. • The arts serve multiple functions: enlightenment, education, and entertainment. 		<ul style="list-style-type: none"> • What makes a performance successful? • How does music reflect cultural beliefs? • How does music fit into the world? 		
KNOWLEDGE		SKILLS		NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • specific symbols on the grand staff. Time Signature, measure, tempo, bar line, repeat signs, 1st & 2nd endings, coda • beats can be sub-divided into equal parts • proper posture is necessary for producing good vocal sounds • voice is a muscle and needs to be warmed up • a variety of music is appropriate for specific holidays and cultures • a performance is measured by audience and self –reflection 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • sing a variety of music using examples of various symbols • identify which notes are subdivisions of beats: two eighth notes = quarter note, two quarter notes = half note, two half notes = hole note in duple meter • do various vocal warm-ups and their specific role in the production of sound • sing appropriate holiday and seasonal songs • critique a performance with a pre-designed rubric using appropriate terminology 		1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.2 1.4.5.A.3 1.4.5.A.2 1.4.5.B.1 1.4.5.B.4
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT
vocal folds voice box subdivision meter time signature veteran common time		sheet music rubric flash cards		Holiday Concert: Performance Writing prompt on a musical example.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 5th

Unit: Song Structure

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • There are many creative roles in the area of art performance. • Variations in melody, rhythm, and tempo help to categorize and define music. 	<ul style="list-style-type: none"> • Is there a difference between a composer, and musician, and a conductor? • How do we use rhythm patterns to create music? • What makes music classical?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • composers/musicians were regarded differently 100s of years ago • Handel wrote a masterwork called the Messiah • music is written in specific forms • Major and Minor • repeat signs, treble, bass clefs 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • differences between musicians today vs. of the various time periods: Renaissance, Baroque, Classical, Romantic • identify the Hallelujah Chorus as part of the Messiah and cite various facts about Handel and the time period • identify ABA, AB • distinguish between major and minor aurally • sing from music written in two part form on a grand staff with various repeat signs. 	<p>1.1.5.B.1 1.1.5.B.2 1.2.5.A.1 1.2.5.A.3 1.3.5.B.1 1.3.5.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
major minor Renaissance Baroque Classical Romantic Rondo Messiah Handel	sheet music Messiah recording various music accompaniments piano	Identify the various musical time periods. Listening examples of both major and minor: identify each. Navigate successfully through written vocal music.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 5th

Unit: Theater/Music Literacy

Time Frame: 7 Classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Participation as an audience member can help broaden our perceptions of both performer and performance. • The arts serve multiple functions: enlightenment, education, and entertainment. 	<ul style="list-style-type: none"> • How can an audience have an effect on the success of a performance? • How does creating and performing in the arts differ from viewing the arts?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • the elements of a play/musical: plot, setting, characters, scenes, script • there is a difference between a character/self • the success of a play/musical is based on quality and audience appreciation • notes, rests, repeat signs and musical symbols 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • act out and perform either individually or in a large group a play, skit, or musical • model a character within a large or small group setting • assess their own performance and audience reactions to a performance • sing from and identify various parts of written music 	<p>1.1.5.C.1 1.1.5.C.2 1.1.5.C.3 1.1.5.C.4 1.3.5.C.1 1.3.5.C.2 1.3.5.B.1 1.3.5.B.2 1.4.5.B.1 1.4.5.B.3 1.4.5.B.4 1.4.5.B.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
skit play musical notes rests symbols clefs meter time signature	musical script recordings	Musical Performance

Vocal Music is cycle course that lasts 1 marking period, 45 days of instruction

DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide

Grade: 6

Unit: Music Literacy

Time Frame: 45 Day Cycle

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • There are basic musical elements that create the foundation of instrumental and vocal music. • Though the musician’s imagination and intuition drive the work, great music requires skill and discipline to turn notions into a quality product. 		<ul style="list-style-type: none"> • Is there good harmony and bad harmony? • Can you have rhythm without beat? • Is someone’s voice a musical instrument? 	
KNOWLEDGE	SKILLS	NJSLS	
<p>Students will know:</p> <ul style="list-style-type: none"> • basic concepts of meter, rhythm and tonality. • proper singing/breathing techniques. • the elements of composing a simple melody • basic function of the musical keyboard/keyboarding skills. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify meter, rhythm, tonality, intervals, chords, and harmonic progressions. • develop proper singing alignment. Use good breath control. • sing vocal compositions using Western and non-Western notation. • compose an 8 bar melody using expressive and dynamic music terminology. • familiarize themselves with the piano keyboard. • perform simple melodies on the Keyboard. 	<p>1.2.8.A.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.6 1.4.8.B.2</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>rhythm notes music terminology tone color tempo rhythmic dictation grand staff</p>	<p>Sibelius Computers/Laptops Multi-cultural music scores</p>	<p><u>Formative:</u> Observation Class Discussion Daily Activities</p> <p><u>Summative:</u> Quiz/Test Written Assessment Class Presentations (Student Pieces)</p>	

Vocal Music is cycle course that lasts 1 marking period, 45 days of instruction

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Vocal Music Curriculum Guide**

Grade: 7

Unit: Music History/Composition

Time Frame: 45 Day Cycle

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Culture affects self-expression, whether we realize it or not. • Every artist has a style; every artistic period has a style. • The arts serve multiple functions: enlightenment, education, and entertainment. 		<ul style="list-style-type: none"> • Does music define culture or does culture define music? • How does a composer’s life influence their music? • What is old and what is new in music? 	
KNOWLEDGE	SKILLS		NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • simple familiar melodies, sound different and original with composed accompaniments. • critical listening of various styles and forms of music. • historical innovations of certain composers, musically. • the lineage of blues and jazz and its purpose in music. • classification of various instruments. • the process of developing a piece of music, from its initial idea to a final recording. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • arrange simple melodies with a composed accompaniment, using the root and fifth tones of the chord. (secondary tones) • research and learn about different artists music and lives. Unique contributions were made by each composer. • listen to and read the music of this American Art form. • research parts of each instrument, and the mechanics used to produce a sound on each instrument. 		1.1.8.B.1 1.1.8.B.2 1.2.8.A.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.3 1.3.8.B.4 1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.4 1.4.8.A.7
VOCABULARY	RESOURCES/MATERIALS		ASSESSMENT/PROJECT
dynamics major/minor Blues, blues scales Jazz, jazz scales timbre melody variation accompaniment	Recordings of various composers/musicians Resource reference materials Various instruments Garage Band Musical scores		<p><u>Formative:</u> Student Observation Review Research Class Discussion</p> <p><u>Summative:</u> Quiz/Test Written Work Class Presentations</p>

Vocal Music is cycle course that lasts 1 marking period, 45 days of instruction

DENVILLE TOWNSHIP SCHOOL DISTRICT
Curriculum Guide Template

Grade: 8

Unit: Music History/Composition

Time Frame: 45 Day Cycle

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Music quality can be subjective based on the listener/audience. • Culture, society, and experiences affect self-expression in music whether we realize it or not. • Breaking accepted norms often give rise to new forms of artistic expression. 		<ul style="list-style-type: none"> • Is there good music and bad music? • What influences people to make music? • Does music have boundaries? 	
KNOWLEDGE	SKILLS	NJSLS	
<p>Students will know:</p> <ul style="list-style-type: none"> • music can evoke beliefs/feelings/values. • music can be classified by genre and its often defined by its originality. • songwriting can be compared/contrasted within the same domain. • social and political environments can influence composers/musicians. • technology changes, so does our capacity of developing/producing music. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare and relate blues and jazz into early and rock and roll. • discuss how music ties itself to American History. • critique and debate what makes a “great” songwriter. • recognize common elements help define a given historical period in music. • create music within specific guidelines including syncopated rhythms and multiple and scales/modes. • create a musical piece using Garage Band and notation software as a multi track recorder. • create a podcast about a composer/musician. 	1.2.8.A.1 1.2.8.A.2 1.3.8.B.3 1.3.8.B.4 1.4.8.A.1 1.4.8.A.3 1.4.8.A.7 1.4.8.B.2 1.4.8.B.3	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
multi track recorder podcast scales/modes syncopated rhythms Blues, Jazz American Art Form	Computer Software Music from the eras of blues, jazz and rock and roll. Sibelius Garage Band	<p><u>Formative:</u> Observation Class Discussion Daily Activities/Lessons</p> <p><u>Summative:</u> Final Project Piece Presentation Written Daily Assignments Quiz/Test</p>	

