

EAST RUTHERFORD SCHOOL DISTRICT

PERFORMING ARTS CURRICULUM

Grades 3 – 5



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New Jersey Student Learning Standards

NJSLS 2016

Adopted August 2017

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
<p>1.1.5.B.1</p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to <u>ear training and listening skill</u>, and temporal spatial reasoning ability is connected to listening skill.</p>	<p>Identify the elements of music in response to aural prompts and printed music notational systems.</p>	<p>When listening to a recorded example, how do you identify the instruments you hear playing?</p> <p>When listening to a recorded example, how do you identify the time signature?</p> <p>When listening to a recorded example, how do you identify the style of a piece of music?</p> <p>Can the student listen to a rhythmic or melodic example and play it on their instrument.</p>	<p>Students will have the opportunity to listen to musical examples in varying styles in class and describe the musical elements contained in the recordings.</p> <p>If professional recordings of pieces they are working on in band are available, students can listen and respond to the musical elements, performance quality, and overall qualities of the recording.</p> <p>The teacher will perform a rhythm or melody example and students will play it.</p>	<p>The teacher will evaluate student success through the quality of answers to questions in class discussion and worksheets based on musical styles, instruments, and elements of music. The teacher will also assess student performance of echo exercises</p>	<p>Various recordings on CD.</p> <p>Recordings from the internet.</p> <p>Worksheets created by the teacher and/or downloaded from the internet.</p>

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<p>1.1.5.B.2 The <u>elements of music</u> are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p>	<p>Demonstrate the basic concept of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	<p>Will the students be able to demonstrate proficiency (vocally and on rhythm instruments) rhythms, melodies and harmonies, while reading musical notation.</p>	<p>Apply knowledge of theory worksheets (theory workbook) to practicing and performing rhythmic and vocal exercises.</p>	<p>Teacher will assess the students' progress based on students' performance of melodic and rhythmic exercises.</p>	<p>Theory work book Teacher composed melodies and rhythm exercises</p>

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1.2.5.A.1 Art and culture reflect and affect each other.	Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.	<p>Will the students be able to recognize works of music as they relate to societal values and beliefs?</p> <p>Will the students be able to identify types of music with corresponding to certain societies and eras in societies</p>	<p>Examples of music/songs that correspond with historical events will be sung. Then the social significance of the era and the cultural atmosphere of the time will be discussed.</p> <p>Students will listen to recorded works to discuss the historical context of both the composers and the pieces. Students will also discuss the same for pieces they are working on in band.</p>	<p>Through group singing and class discussion, the students' knowledge of the subject matter will be assessed by the instructor</p> <p>Teacher will assess student's progress through questions and answers as well as the possibility of written responses.</p>	<p>Master Theory for beginners Book 1 by Charles Peters & Paul Yodier</p> <p>song books</p> <p>5th grade General Music Texts</p>

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<p>1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.</p>	<p>Relate common artistic elements that define distinctive <u>genres</u> in music.</p>	<p>Will the students be able to recognize characteristic traits of different musical genres?</p> <p>Will the students be able to identify different genres of music</p>	<p>Examples of music/songs that correspond with different genres of music will be sung. Then the stylistic significance of the genre will be discussed. Recordings will be used to enhance understanding and recognition.</p>	<p>Through group singing and class discussion, the students' knowledge of the subject matter will be assessed by the instructor</p>	<p>Master Theory for beginners Book 1 by Charles Peters & Paul Yodier</p> <p>song books</p> <p>Recordings</p> <p>5th grade General Music Texts</p>

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1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <u>art genre</u> .	Determine the impact of significant contributions of individual artists in dance, music, theater, and visual art from diverse cultures throughout history.	Do students recognize the names of famous musicians from various cultures?	<p>Students will listen to recordings of various styles of music by famous musicians and discuss their impact in music history. Students will listen to, sing songs from, and discuss music from significant composers and artists from different eras and cultures.</p> <p>Examples: Bach, Haydn, Tchaikovsky, Stravinsky, Bernstein(orchestral)</p> <p>Blues, Ragtime, swing ,bebop, fusion</p> <p>Folk, rock, metal, disco, rap</p> <p>Discussion of the progression of each style, as well as important individual artists will be discussed.</p>	Teacher will assess student's progress through question and answers in class as well as the possibility of written responses.	<p>Various recordings, pieces of music, and worksheets from the internet and/or teacher generated.</p> <p>Grade 5 music text books</p> <p>Recordings</p> <p>Internet</p> <p>Lecture</p>

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<p>1.3.5.B.1 Complex scores may include compound meters and the grand staff.</p>	<p>Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter</p>	<p>Can the students sing and or perform rhythms incorporating different time signatures, and treble and bass clefs? When listening to a recorded example, how do you identify the instruments you hear playing?</p> <p>When listening to a recorded example, how do you identify the time signature?</p> <p>When listening to a recorded example, how do you identify the style of a piece of music?</p> <p>Can the student listen to a rhythmic or melodic example and play it on their instrument.</p>	<p>Students will participate completing worksheets from Theory book 1.</p> <p>Students will then perform (vocally and rhythmically) exercises completed Students will have the opportunity to listen to musical examples in varying styles in class and describe the musical elements contained in the recordings.</p> <p>If professional recordings of pieces they are working on in band are available, students can listen and respond to the musical elements, performance quality, and overall qualities of the recording.</p> <p>The teacher will perform a rhythm or melody example and students will play it</p>	<p>Written quiz and student performance The teacher will evaluate student success through the quality of answers to questions in class discussion and worksheets based on musical styles, instruments, and elements of music. The teacher will also assess student performance of echo exercises</p>	<p>Master Theory book 1 by Charles Peters & Paul Yodier Various recordings on CD.</p> <p>Recordings from the internet.</p> <p>Worksheets created by the teacher and/or downloaded from the internet</p>

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<p>1.3.5.B.2</p> <p>Proper vocal production and <u>vocal placement</u> improve vocal quality.</p> <p>Harmonizing requires singing ability and active listening skills.</p> <p>Individual voice ranges change with time.</p>	<p>Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>	<p>Will the students be able to sing in parts as a group and sing solo, a given melodic line.</p>	<p>Students will sing solo passages so the teacher can determine the students vocal range and ability</p> <p>Students will be grouped appropriately and will sing passages in two part harmony.</p>	<p>Teacher assessment of the group and the individual students performance, based on progression of students abilities</p>	<p>5th grade music text books</p> <p>sheet music</p>

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<p>1.3.5.B.3 <u>Music composition</u> is governed by prescribed rules and forms that apply to both improvised and scored music.</p>	<p>Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p>	<p>Can the students improvise a melody and/or a rhythm that is structured properly in conjunction with a chord progression?</p>	<p>Students will listen to improvised music. The improvised solo will be discussed and related to the stated melody and the chord progression.</p> <p>Students will then practice improvising over a given chord progression.</p>	<p>Instructor will assess the student's ability to improvise, and the students learned knowledge on the subject of improvisation through performance and discussion.</p>	<p>Computer internet rhythm instruments 5t grade textbooks Keyboard recordings</p>

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<p>1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the <u>elements of music</u>, and basic compositional concepts.</p>	<p>Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>	<p>Will the students recognize the elements of music used to exhibit emotion?</p>	<p>The students will listen to music used as background in movies and TV shows. Musical Theater can also be listened to and discussed.</p> <p>The students will have a dialogue about how the score sets the mood of a movie etc.</p> <p>An example might be watching a scene from the movie “jaws” with and without the theme music to the shark attacks. Then discussing the emotions that are added to the scene by incorporating the musical score.</p>	<p>Class discussion and student feed back</p>	<p>Movies</p> <p>Music scores</p> <p>Broadway show video recordings</p>

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1.4.5.A.1 Works of art may be organized according to their functions and artistic purposes (e.g., <u>genres</u> , <u>mediums</u> , <u>messages</u> , <u>themes</u>).	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	Will the students be able to categorize different styles of music by their time period or genre by the end of 5 th grade?	<p>The students will study, discuss and listen to different styles of music, including but not limited to; symphonic, band, jazz band: baroque, classical, romantic, modern, swing, bebop, big band.</p> <p>The class will study significant artists composers, bands, orchestras, related to these styles of music and will be able through listening and discussion be able to categorize each style.</p>	The student's ability to correctly identify a style of music based on listening activities.	Lectures Recordings

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1.4.5.A.2 <u>Formalism</u> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	Will the students be able to make an informed judgment on the quality and musicality of a piece of music in relation to its personal, historical, or cultural relevance?	<p>The students will discuss and learn the historical, and cultural relevance that lead to the development of different genres of music.</p> <p>The students will listen to these types of music, they will also listen to styles that came before and after each style.</p> <p>The students will also relate social, historical, and cultural events that lead to the development of each style of music studied.</p> <p>TYPES OF MUSIC STUDIED:</p> <p>blues, gospel, rag time, jazz, folk, roll and roll</p>	<p>The students will study the following styles of music, as well as the historical significance of the culture and society at the time each was developed.</p> <p>The students will study the progression and development of the following styles of music;</p> <p>Folk, gospel ,rag time, blues jazz, rock and roll</p>	<p>History Books</p> <p>Internet</p> <p>Recordings</p> <p>Lectures</p>

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<p>.1.4.5.A.3</p> <p>Criteria for determining the aesthetic merits of artwork vary according to context.</p> <p>Understanding the relationship between compositional design and <u>genre</u> provides the foundation for making value judgments about the arts.</p>	<p>Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context)</p>	<p>Will the students be able to understand and hear the cultural, social and historical influences that shape the individual musician and composer's performance and compositions?</p>	<p>The students will discuss and study the cultural and social setting of each composer or musicians time period.</p> <p>These influences will be discussed and then relevant musicians and compositions will be listened to.</p>	<p>Knowledge of the student's ability to understand the subject matter will be assessed by the teacher through class discussion, and the individual student's ability to verbalize an understanding of the lesson.</p>	<p>Recordings</p> <p>Lectures</p> <p>Internet</p> <p>Historical and culturally significant news articles</p>

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1.4.5.B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	Asses the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	Will the students be able to make an educated critique of a piece of music or performance that is driven by knowledge of the form of the piece rather than a simple opinion of taste?	Students will learn different styles of music including but not limited to the acceptable forms, chord structures, and expected tonalities of each given style of music. This will be accomplished through listening exercises, as well as written musical notation related to a genre of music.	Discussion and feedback to lectures. The ability to recognize by listening, and to be able to correctly categorize a style of music. The students will be able to name artists and compositions associated with a style of music. Written notation from work sheets	Worksheets, Master Theory Book 1 Peters and Yoder Recordings Lectures

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1.4.5.B.2 Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	<p>Will the students be able to acknowledge educated critiques by their peers?</p> <p>Will the students be able to make educated critiques of a performance of a piece of music?</p>	<p>The teacher will find a critique of a composition or a performance by an artist.</p> <p>The class will listen to a recording of the same composition and then critique the performance.</p> <p>The students will then compare the critiques. Only the teacher will have the knowledge of who wrote the critiques. Amongst these critiques will be the one from the professional critique.</p>	<p>The students and teacher will discuss the critiques examining what they could identify with rather than compare with in each article.</p> <p>The teacher will assess the validity of each student's critique.</p>	<p>Newspaper or internet critique</p> <p>Recordings</p>

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<p>1.4.5.B.3 While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <u>discipline-specific arts terminology</u>.</p>	<p>Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>	<p>Will the students be able to use the proper music terminology when evaluating or critiquing musical performances?</p>	<p>The students will be given musical terms and will be asked to define them.</p> <p>The students will be quizzed on these music terms.</p> <p>The students will write a critique and will underline the music terminology learned. They will also define these words at the end of this critique.</p>	<p>The teacher will grade the terminology quiz and the written critique.</p>	<p>Music dictionary</p> <p>Recording</p> <p>Quiz</p>

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<p>1.4.5.B.5 Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who</p>	<p>Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>Can the students appreciate different educated opinions or critiques of a composition or performance?</p> <p>Can students identify with and be able to critique the performance of the same musical composition by different artists?</p>	<p>Listening activities</p> <p>Written critiques</p> <p>Verbal classroom dialogue</p>	<p>Teacher assessment based on class discussion.</p>	<p>Recordings</p>