

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM

DATE: JUNE 2012

CONTENT AREA: FINE & PERFORMING ARTS – HHS – MUSIC EXPLORATIONS

| SUPERVISOR: | CURRICULUM REVISION TEAM: |
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| Olga Zarestky | Sarah Munch |
| | Megan Jadro |
| | Catherine Girandola |
| | Robin Pidany |
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WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

SM 2/13/15 Approved by Assistant Superintendent

JA 1/20/15 Approved by Education Committee

Board of Educ. Approved
2/12/15

Course Overview

"It occurred to me by intuition, and music was the driving force behind that intuition. My discovery was the result of musical perception." (When asked about his theory of relativity) - Albert Einstein

"During the Gulf War, the few opportunities I had for relaxation I always listened to music, and it brought me great peace of mind. I have shared my love of music with people throughout this world, while listening to the drums and special instruments of the Far East, Middle East, Africa, the Caribbean, and the Far North, and all of this started with the music appreciation course that I was taught in a third-grade elementary class in Princeton, New Jersey. What a tragedy it would be if we lived in a world where music was not taught to children."

- General H. Norman Schwarzkopf — United States Army

NJCCCS 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Music Explorations provides students with a music experience that will take place in one forty-eight minute class period every school day for half the year. This half-year course curriculum is designed to meet the needs of small groups of special education students. It meets each day for approximately 50 minutes. Skills and concepts are adapted to meet each student's particular learning needs.

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

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

This 2.5 credit half-year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)1vii for "at least 5 credits in Visual and Performing Arts" for all students who entered high school in 2010 or later.

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| <p>Enduring Understandings</p> | <ol style="list-style-type: none"> Following classroom rules and procedures leads to an environment where all can work to their individual potentials. Music is one of the oldest forms of communication and expression. Music is organized sound. Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression. |
| <p>Unit/Skill:</p> | <p>Elements of Music - Melody</p> |
| <p>Days</p> | <p>10</p> |
| <p>NJCCCS</p> | <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art. 1.2 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and /or presenting works of art in dance, music, theater and visual art.</p> |
| <p>NJCCCS CPI</p> | <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of music compositions. 1.3.12.B.12 Analyze how the elements of music are manipulated in original or prepared music scores. 1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</p> |
| <p>Essential Questions</p> | <ol style="list-style-type: none"> How does pitch direction affect melodic contour? What role does melody play in creating a song? How and why is music notated? |
| <p>Skills The Student Will...</p> | <ol style="list-style-type: none"> Aurally and visually identify high and low sounds. Aurally and visually identify upward and downward tones. Identify names of pitches in treble and bass clefs. Compose melodies using sounds from different sources. <p>Suggested Learning Activities:</p> <ol style="list-style-type: none"> Move body in direction of the melody (upward/downward, high/low) while singing or listening to music Cut words or pictures that start with the letters A-G out of newspaper or magazines and paste them on corresponding line or space of a staff Play games with treble/bass clef grand staff Use online resources to create sound composition and “perform” it for the class. |
| <p>Assessment</p> | <ol style="list-style-type: none"> Visual observation of student participation in classroom activities Student ability to follow directions accurately Student oral response to teacher-directed questions |

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| Health & Phys Ed Integration | 2.5.12.A.1 Explain and demonstrate ways to transfer movement/skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| Science Integration | 5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations. |
| 21st Century Life & Careers | 9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns. |

| Elements of Music - Rhythm | |
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| Unit/Skill: | 10 |
| Days | 10 |
| Content | <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and /or presenting works of art in dance, music, theater and visual art.</p> |
| Core Content | <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of music compositions.</p> <p>1.3.12.B.12 Analyze how the elements of music are manipulated in original or prepared music scores.</p> <p>1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</p> |
| Essential Questions | <ol style="list-style-type: none"> 1. How is rhythm a part of music? 2. Where else does rhythm exist? |
| Skills | <ol style="list-style-type: none"> 1. Identify and perform a steady beat. 2. Perform short rhythmic patterns containing whole, half, quarter and eighth notes and the respective rests. 3. Identify rhythm patterns in a song. 4. Compose rhythm patterns in 2/4 and 4/4 meters. 5. Listen to and sing songs in 2/4, ¾ and 4/4 meters. 6. Identify rhythmic patterns in written and spoken text. 7. Identify objects in the everyday environment that can create rhythm or music. |
| The Student Will... | <p>Suggested Learning Activities:</p> <ol style="list-style-type: none"> 1. Music Bingo 2. Create rhythms by gluing together popsicle sticks of different color 3. Echo-clap rhythms performed by teacher or students 4. Tap a steady beat while chanting a variety of rhythm poems / songs 5. Create homemade rhythmic instruments using everyday items such as toilet paper tubes, coffee containers, basketballs, cooking utensils, etc. |

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| Assessment | <ol style="list-style-type: none"> 1. Visual observation of student participation in classroom activities 2. Student ability to follow directions accurately 3. Student oral response to teacher-directed questions |
| Mathematics Integration | <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2 Define appropriate quantities for the purpose of descriptive modeling..</p> |
| Science Integration | <p>5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.</p> |
| 21st Century Life & Careers | <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> |

| Elements of Music - Form | |
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| Unit/Skill: | |
| Days | 10 |
| Content | <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and art.</p> |
| Core Content | <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural texts.</p> <p>1.3.12.B.2. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| Essential Questions | <ol style="list-style-type: none"> 1. How can sound be organized? 2. How do rhythm and melody interact to create a composition? |
| Skills The Student Will | <ol style="list-style-type: none"> 1. Identify phrases and sections in Rondo and ABA form. 2. Identify the main theme in a piece of music. 3. Relate phrases and sections in music to symbols on a listening map. 4. Compose songs in ABA or Rondo form. <p>Suggested Learning Activities:</p> <ol style="list-style-type: none"> 1. Ask students to listen to a piece of music and raise their hands when they hear the main theme return. 2. Assign specific movements to different sections of the music. Ask have students move in the prescribed manner when they hear each section. 3. Parachute activity – move the parachute in a different way for different sections of the music. |
| Assessment | <ol style="list-style-type: none"> 1. Appropriately respond to sections in music through designated movement. 2. Correctly point to symbols on a listening map as their corresponding sections are heard in the music. |

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| | <ol style="list-style-type: none"> 3. Visual observation of student participation in classroom activities 4. Student ability to follow directions accurately 5. Student oral response to teacher-directed questions |
| Literacy | RST.11-12.4.Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| Mathematics | N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. |
| Integration | N-Q.2. Define appropriate quantities for the purpose of descriptive modeling. |
| Health & Phys Ed | 2.5.12.A.1 Explain and demonstrate ways to transfer movement/skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| Integration | 5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations. |
| Science | 9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns. |
| 21st Century Life & Careers | 9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway. |

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| Unit/Skill: | World Drumming |
| Days | 10 |
| Content | <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> |
| Core Content | <p>1.2.12.A.1 Determine how dance, music, theater and visual art have influenced world cultures throughout history.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theater, and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.</p> |
| Essential Questions | Why do music sounds/styles vary around the world? |
| Skills | <ol style="list-style-type: none"> 1. Locate regions associated with drumming on a map (e.g. Africa, South America). 2. Identify the origin of music from a variety of world cultures. 3. Identify different instruments used in world drumming. 4. Recognize how drumming is used in communication and expression within different cultures. 5. Perform a variety of rhythms used in cultural celebrations. |
| The Student Will... | |

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| | Suggested Learning Activity: Create homemade African drums and perform a solo on their instruments |
| Assessment | <ol style="list-style-type: none"> 1. Correctly identify country or regional origins of the music performed or listened to in class on a world map. 2. Correctly label pictures of a variety of world drums 3. Visual observation of student participation in classroom activities 4. Student ability to follow directions accurately 5. Student oral response to teacher-directed questions |
| Literacy Integration | RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> . |
| Health & Phys Ed Integration | 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others. |
| Science Integration | 5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations. |
| 21st Century Life & Careers | 9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns. 9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway. |

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| Unit/Skill: | Musical Story Telling |
| Days | 15 |
| Content | <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principals that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>1.3 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theater and visual art.</p> |
| Core Content | <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theater and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works.</p> |

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| Essential Questions | <ol style="list-style-type: none"> In what different ways do people communicate? How can sound represent objects and people? How can composers affect the emotional response of their listeners? |
| Skills The Student Will... | <ol style="list-style-type: none"> Recall basic plot points of a story read in class. Relate musical themes to different characters in programmatic music such as “Peter and the Wolf”, “Scheherezade” and “Firebird”. Add sound effects to a story, such as “There Was an Old Woman Who Wasn’t Afraid of Anything”. Identify the emotional response portrayed in the music as it relates to events in the story. Apply sign language to songs sung in class, such as “America the Beautiful”, “America, I Hear You Singing”, and “Bohemian Rhapsody (Intro)” |
| | <p>Suggested Learning Activities:</p> <ol style="list-style-type: none"> Correctly arrange picture cards to retell the story of “Peter and the Wolf” or “Firebird” Draw a picture of a scene “described” in the music |
| Assessment | <ol style="list-style-type: none"> Correctly point to pictures of emotional expressions to identify whether the characters are feeling “happy”, “sad”, “angry”, etc while listening to musical excerpt Use classroom instruments to correctly add sound effects at appropriate times in a story Use correct ASL signs while singing Visual observation of student participation in classroom activities Student ability to follow directions accurately Student oral response to teacher-directed questions |
| Literacy Integration | <p>RST.11-12.2.Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.4.Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> |
| Health & Phys Ed Integration | <p>2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> |
| Science Integration | <p>5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> |
| 21st Century Life & Careers | <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> |
| Unit/Skill: | Sound Production / Instrument Families |
| Days | 10 |
| Content | 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art. |

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| | <p>1.2 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musically and the relevant stylistic nuance.</p> |
| <p>Essential Questions</p> | <ol style="list-style-type: none"> 1. How is sound created? 2. How do the different instrument families contribute to the sound of an orchestra? |
| <p>Skills The Student Will...</p> | <ol style="list-style-type: none"> 1. Relate the instrument size to the pitch frequency (high/low) produced. 2. Visually identify instruments of the orchestra and their families (strings, woodwinds, brass, percussion). 3. Aurally identify instruments of the orchestra and their families (strings, woodwinds, brass, percussion). 4. Compare sound quality of instruments from different families. <p>Suggested Learning Activities:</p> <ol style="list-style-type: none"> 1. Sort pictures of instruments into their respective family category 2. Listen to musical excerpts and correctly identify the instrument heard 3. Choose a string or wind instrument from a variety of online resources and make that instrument from homemade materials. |
| <p>Assessment</p> | <ol style="list-style-type: none"> 1. Correctly predict whether instrument will make a high sound or a low sound based on its size 2. Visual observation of student participation in classroom activities 3. Student ability to follow directions accurately 4. Student oral response to teacher-directed questions |
| <p>Literacy Integration Science Integration 21st Century Life & Careers</p> | <p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> |
| <p>Unit/Skill:</p> | <p>Music History</p> |
| <p>Days</p> | <p>15</p> |
| <p>Content</p> | <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in dance, music, theater and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across</p> |

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| | <p>cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theater and visual art.</p> <p>Core Content</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theater and visual art.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theater and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theater, visual and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> |
| <p>Essential Questions</p> | <ol style="list-style-type: none"> 1. How does music reflect one's culture? 2. How does one's culture affect music? 3. How has music changed over time? |
| <p>Skills</p> <p>The Student Will...</p> | <ol style="list-style-type: none"> 1. Recognize musical characteristics from the Baroque, Romantic and Classic time periods. 2. Identify major composers of the Baroque, Romantic and Classic time periods. 3. Locate composers' birthplaces on a map. 4. Trace the evolution of rock and roll from Elvis to present day. <p>Suggested Learning Activities:</p> <ol style="list-style-type: none"> 1. Listen to two pieces of music from different eras and identify which era each one was from. 2. Sort pictures of composers (or popular music performers) into appropriate time period categories. 3. Using a world map, student post pictures of composers near the composer's place of birth. 4. Create a CD using music from the Classic and Romantic eras as well as 20th century popular music. Students choose the pieces they want to include and create a CD title and album cover. They present their final product to the class, and tell their classmates why they chose to include the music they did. |

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| Assessment | <ol style="list-style-type: none"> 1. Visual observation of student participation in classroom activities 2. Student ability to follow directions accurately 3. Student oral response to teacher-directed questions |
| Literacy Integration | RST.1.1-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| Science Integration | 5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations. |
| 21st Century Life & Careers | 9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway. |

| Unit/Skill: | Dance / Movement |
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| Days | 10 |
| Content | <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and art.</p> <p>1.3 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> |
| Core Content | <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> |
| Essential Questions | <ol style="list-style-type: none"> 1. How is dance influenced by culture and society? 2. Why do people move and dance to music? |
| Skills The Student Will... | <ol style="list-style-type: none"> 1. Copy poses and movements demonstrated by teacher or pictures. 2. Demonstrate knowledge of steps for popular party dances, such as “Chicken Dance”, “Macarena”, “Cha Cha Slide”, “Electric Slide” and “Cotton-eyed Joe”. 3. Follow the movement directions included in song lyrics. 4. Demonstrate awareness of space, time, flow and weight movement principles as they relate to musical expression. <p>Suggested Learning Activities:</p> <ol style="list-style-type: none"> 1. Statues game 2. Create a class dance from a list of prescribed dance steps / movements 3. Ask students to move in a manner that accurately reflects the style of music playing using Laban movement principles (heavy/light, direct/indirect, bound/free, sudden/sustained) |

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| Assessment | <ol style="list-style-type: none"> 1. Accurately follow the dance steps to popular dances 2. Visual observation of student participation in classroom activities 3. Student ability to follow directions accurately 4. Student oral response to teacher-directed questions |
| Literacy Integration | <p>RST.11-12.4.Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>.</p> |
| Health & Phys Ed Integration | <p>2.5.12.A.1 Explain and demonstrate ways to transfer movement and skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> |
| Science Integration | <p>5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.</p> |
| 21st Century Life & Careers | <p>9.4.12.C.(4).1 Demonstrate an awareness of the role of dance in various cultures to build an understanding of the nature and scope of dance in society.</p> |

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"San Francisco Symphony Kids." 2002. 6 Aug. 2012 <<http://www.sfskids.org/>>

Bibliography

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The Story of the Orchestra - by Robert Levine (Black Dog & Leventhal Publisher)

Can You Hear It? - by William Lach (Metropolitan Museum of Art & Abrams Books for Young Readers)

Blowin' In the Wind - by Bob Dylan Illustrated by Jon J Muth (Sterling Children's Books, Publisher)

Books - by Anna Harwell Celenza, published by Charlesbridge

- The Farewell Symphony
- Pictures at an Exhibition
- Danse Macabre
- The Heroic Symphony
- The Four Seasons