## September-December

### Targeted Standard(s): NJCCCS 1.1, 1.2, 1.3, 1.5

NJCCCS 1.1: All students will use aesthetic knowledge in the creation and in response to dance, music, theater and visual arts.

NJCCCS 1.2: All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

NJCCCS 1.3: All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

NJCCCS:1.5: All students will understand and analyze the role of, development and continuing influence of the arts in relation to world cultures, history and society.

Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B; Career Education and Life Skills/Critical Thinking 9.2A, 9.2C, 9.2D

### Enduring Understandings:

- Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.
- The arts serve multiple functions: enlightenment, education, and entertainment.
- The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

### Essential Questions:

- How do folk dances and music from different cultures differ?
- What was the role of alto recorders in history?
- What was the role of sword dancing?

### Core Content/Objectives

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### Instructional Actions

- Folk songs and singing games incorporating major scale and dotted rhythms
- Play simple tunes on alto recorder
- Folk dancing to include grand right/left, bridges that move and change direction
- Sword dancing – create basket and star as product

### Resources/Technology:

- CD recordings/accompaniment/keyboard
Curriculum Map for Grade Five Music

January-March

**Targeted Standard(s):** NJCCCS 1.1, 1.2, 1.3, 1.4, 1.5

**NJCCCS 1.1:** All students will use aesthetic knowledge in the creation and in response to dance, music, theater and visual arts.

**NJCCCS 1.2:** All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

**NJCCCS 1.3:** All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.

**NJCCCS 1.4:** All students will develop, apply and reflect upon knowledge of the process of critique.

**NJCCCS 1.5:** All students will understand and analyze the role of, development and continuing influence of the arts in relation to world cultures, history and society.

**Interdisciplinary:** NJCCCS Technological Literacy 8.1A, 8.1B; Career Education and Life Skills/Critical Thinking 9.2A, 9.2C, 9.2D

**Enduring Understandings:**
- Aesthetic knowledge stimulates judgment and Imagination empowering students to interpret, appreciate and extract meaning from the arts
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.
- The arts serve multiple functions: enlightenment, education, and entertainment.
- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgment.
- The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

**Essential Questions:**
- How do we critique and improve upon a performance?
- How does performance etiquette affect a performance?
- How is time represented in music?
- What is triple meter?

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- Descents/countermelodies
- Read absolute notes and rhythms
- Critiquing performance using more descriptive means
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### Essential Questions:

- How do we speak/sing with expression for effective performance?
- How do we create choreography to add to a performance?
- What is the difference between major and minor?

### Core Content/Objectives

**Concepts**

- Creating choreography
- Dynamics loud and soft
- Tempo fast/slow
- Descants/countermelodies
- Expressive markings in music
- Major/minor scale and mode
- Extended scale on alto recorder

**Skills**

- ID musical road signs in songs.
- ID dynamics and tempo changes
- Upper register notes on alto recorder
- Solo sing and speak in theater setting
- Facial expressions and choreography to accompany text in performance

### Instructional Actions

**Activities/Strategies**

- Sing songs with road signs and other music markings
- Play more complex songs on recorder with accompaniment
- Sing/perform songs with harmony, descants, and/or countermelodies
- Critique classmate performance of characters in musical

**Assessment**

- Solo singing/group singing and chanting.
- Solo recorder playing.
- Performance of mini-musical

### Resources/Technology:

- CD recordings/accompaniments/keyboard/video