ELEMENTARY VOCAL MUSIC
PRE-KINDergarten TO GRADE 5

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Written by: District Vocal Music Teachers:
Superintendent

In accordance with The Ewing Public Schools’ Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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PHILOSOPHY

Music is a subject that offers personal satisfaction to each child and contributes to his/her growth mentally, emotionally, spiritually, physically and socially due to the premise we hold as truth: All children are inherently musical.

Therefore, all children should have the opportunity to share and grow in musical experiences commensurate with their interests and abilities pertaining to general music for the benefit of social well-being, character building, enrichment of cultural development and the perpetuation of music and its heritage through appreciation and performances.
GOALS

The students will:

• develop good listening and performing habits
• explore the art of music and its place in contemporary life
• explore music and its role in history
• explore music of cultures other than their own
• experience various genres of music and study the elements that contribute to their creation and performance
OVERALL PROGRAM OBJECTIVES

The following New Jersey Core Curriculum Content Standards to be satisfied at each grade level (Pre-Kindergarten to Grade 5) are:

- **Performance** – Singing and performing on instruments, alone and with others, a varied repertoire of music (Standard 1.2)
- **Creation/Improvisation** – Exploring movement, improvising melodies and composing within specified guidelines (Standard 1.3)
- **Literacy** – Reading and notating music (Standards 1.2 and 1.3)
- **Analyzing** – Listening to, and analyzing/describing music (Standard 1.1)
- **Critique** – Evaluating music and music performance (Standard 1.4)
- **Culture** – Understanding music in relation to history and culture (Standards 1.5 and 1.6)

The musical elements to be used in addressing the above listed standards are:

- Melody
- Harmony
- Rhythm
- Tone color
- Form
- Expressive qualities
ACTION

- There are no criteria for acceptance into this program of study as music is a mandatory subject for students Pre-Kindergarten through 5th grade.

- All students will receive one 45-minute period of general music each week.

- All 4th grade students will participate in a choral training class for 45 minutes once each week. This experience will culminate in the chorus performing in a winter and a spring concert.

- All 5th grade students will participate in a choral training class for 45 minutes once each week. This experience will culminate in the chorus performing in a winter and a spring concert.
UNIT 1: MELODY

Why Is This Unit Important?

• Melody is one of the main elements of music.
• In music, the sound of a note is called its pitch.
• Where a note resides on the staff tells you its pitch.
• Notes are organized to create a melody.

Enduring Understandings or Unit Objectives:

• Students will differentiate between high and low.
• Students will identify upward/downward movement.
• Students will respond to phrases.
• Students will distinguish between steps, leaps and repeats.
• Students will utilize elements of a major diatonic scale.
• Students will manipulate steps, leaps and repeats.
• Students will identify and perform notes BAG - treble clef.
• Students will manipulate and perform pentatonic patterns.
• Students will sing from staff notation.
• Students will distinguish between major and minor tonalities.

Essential Questions:

• What is a melody?
• How does a melody move?
• What is a scale?
• How is a melody written on a staff?

Acquired Knowledge:

• Melody is one of the main elements of music.
• Melody is a group of notes played one after the other.
• Melody can move by steps, skips, repetition or leaps.
• A scale is created by utilizing various steps to create major, minor, pentatonic and modal models.
• Melody is written on a staff, with various notations to distinguish pitch.

Acquired Skills:

• Singing melodic patterns and songs.
• Identify and sing intervals.
• Playing melodic patterns on recorders, and Orff instruments.
• Determine between high and low pitches (i.e., Kodaly).
• Compose in small forms within known musical vocabulary.
• Improvise within known scales.

**Benchmark or Major Assessments:**

• Individual/group improvisations
• Individual and group presentations
• Hand and body signals
• Students’ self-assessment/critique/analysis
• Individual/group demonstration and performance
• Oral response
• Worksheets and quizzes
• Individual/group compositions
• Think/pair/share
• Teacher observation

**Instructional Activities:**

• Anticipatory sets
• In-class activities
• Composition/improvisation projects
• Group/solo singing opportunities
• Group/solo performing on instruments

**List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:**

• 1.2.2.B.(2).1, 4-6
• 1.2.5.B.(2).1

**Anticipatory Sets:**

• Echo singing
• Use of Curwen hand signals that reflect the day’s focus

**In-Class Activities:**

• Xylophone playing
• Recorder playing

**Composition/Improvisation Projects:**

• Orff ensembles/Kodaly
• Pentatonic scale improvisations
UNIT 2: HARMONY

Why Is This Unit Important?

• Harmony is one of the main elements of music.
• Harmony is built upon an understanding of melody.

Enduring Understandings or Unit Objectives:

• Harmony is a group of notes played in support of a melody.
• Students will differentiate between accompaniment/no accompaniment.
• Students will identify solo/chorus.
• Students will manipulate melodic ostinatos.
• Students will identify rounds and partner songs.
• Students will critique a two-part choral performance.
• Students will identify unison/harmony.
• Students will incorporate instrumental accompaniment into performance repertoire.

Essential Questions:

• What is harmony?
• What is the difference between solo and chorus?
• What is the difference between unison and harmony?
• How can one create harmony in music?

Acquired Knowledge:

• Harmony supports the melody and gives texture or mood to music.
• You can change how a piece of music sounds by changing the harmony.
• Harmony can be created through rounds, partner songs, choral accompaniments and melodic ostinatos.

Acquired Skills:

• Perform solo/unison music and choral (two-part) music.
• Perform rounds and partner songs.
• Playing melodic ostinatos on recorders and Orff instruments.
• Create and manipulate instrumental accompaniment in performance repertoire.
• Improvise within known scales above choral accompaniment.
Benchmark or Major Assessments:

- Individual/group presentations
- Hand/body signals
- Students’ self-assessment
- Individual/group performances
- Oral response
- Self/group reflection
- Choral/instrumental performance and Improvisations
- Teacher observation

Instructional Activities:

- Anticipatory sets
- In-class activities
- Singing and playing rounds, ostinatos, partner songs
- Choral experiences

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 1.2.2.B.(2).2-5, 7

Anticipatory Sets:

- Warm up song in round
- Singing of partner songs
- Ostinato singing

In-Class Activities:

- Choral singing
- Melodic ostinatos
- Vocal and instrumental pairings

Composition/Improvisation Projects:

- Creation of a sound story
UNIT 3: RHYTHM

Why Is This Unit Important?

- Rhythm is one of the main elements of music.
- Rhythm is found within the environment.
- Rhythm is what makes music move and flow.

Enduring Understandings or Unit Objectives:

- Students will move to and keep a steady beat.
- Students will respond to even/uneven rhythm patterns.
- Students will differentiate between long/short sounds.
- Students will distinguish between beat/no beat.
- Students will recognize and manipulate basic rhythmic notation.
- Students will respond to 2/4, 3/4 and 4/4 meter.
- Students will identify various note values and rhythmic patterns.
- Students will follow basic conducting patterns.
- Students will incorporate movement into performance repertoire.

Essential Questions:

- What is rhythm?
- How does a melody move?
- What are the basic rhythmic note values?
- What is the meter?
- What is a conducting pattern?

Acquired Knowledge:

- Rhythm is one of the main elements of music.
- Rhythm is a time value placed on a sound.
- Meter is the pattern of strong and weak beats.
- Conducting patterns are based on meter/time signatures.
- The basic note values to be studied are (but not limited to):
  - Quarter note and quarter rest
  - Eighth note and eighth rest
  - Half note and half rest
  - Whole note and whole rest
  - Dotted half note
  - Dotted quarter note
Acquired Skills:

- Clapping and performing rhythmic patterns.
- Identify and manipulate note values
- Perform/create rhythmic patterns and ostinatos on percussion and Orff instruments.
- Move rhythmically in performance.

Benchmark or Major Assessments:

- Individual/group performances
- Individual/group presentations
- Hand/body signals
- Students’ self-assessment
- Oral response
- Worksheets and quizzes
- Individual/group compositions and Improvisations
- Teacher observation

Instructional Activities:

- Anticipatory sets
- In-Class activities
- Conducting
- Dance

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 1.2.2.B(2).1,5,6

Anticipatory Sets:

- Echo clapping
- Rhythm of the day recall
- Review of last week’s rhythmic focus

In-Class Activities:

- Percussion instruments
- Orff instruments

Composition/Improvisation Projects:

- Orff percussion – rhythmic patterns
- Student writing – rhythmic patterns
UNIT 4: TONE COLOR

Why Is This Unit Important?

• Tone color is one of the main elements of music.
• There are many instruments that make all kinds of different sounds.
• When creating/playing music, musicians must determine which instruments to use.

Enduring Understandings or Unit Objectives:

• Students will distinguish between various sounds such as vocal, instrumental, environmental, etc.
• Students will distinguish between male, female, children’s voices.
• Students will distinguish instrumental family sounds.
• Students will identify instruments within their families.
• Students will distinguish between band/orchestral sounds.
• Students will distinguish between solo, duo, trio, quartet, and full ensemble.
• Students will identify soprano, alto, tenor and bass.
• Students will distinguish between major genres of music such as opera and jazz.

Essential Questions:

• What is tone color?
• What are the instrument families?
• What are the instruments in an orchestra/band?
• What are the main voice categories?
• What is a solo, duo, trio and quartet?
• What instruments are critical for performance of various genres of music?

Acquired Knowledge:

• Various sounds; i.e., vocal, instrumental, environmental, etc., make up a musical composition.
• Different-sounding instruments and vocal ranges are elements that a composer can use to create a certain musical timbre.
• Solos, duos, trios and quartets, as well as larger ensembles such as an orchestra or band, create a unique sound quality.
• Vocal ranges - soprano, alto, tenor and bass can be used for expressive qualities in music.
• Elements of various musical genres have a unique tone color.
Acquired Skills:

- Performing various sounds (vocal, instrumental, environmental, etc.) in class.
- Sing various songs using various voice ranges.
- Play various classroom percussion instruments to create different tone colors.
- Aurally identify instruments and their families.
- Perform solo/duo/trio/quartet with various tone colors.
- Perform various musical genres.

Benchmark or Major Assessments:

- Listening exercises
- Individual/group presentations and performances
- Hand and body signals
- Student reflection/analysis
- Oral response
- Worksheets and quizzes
- Teacher observation

Instructional Activities:

- Anticipatory sets
- In-class activities
- Analysis of recorded performances
- Recordings

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 1.2.2. B.(2) 2,7

Anticipatory Sets:

- Listening exercise with focus
- “What instrument do you hear?”

In-Class Activities:

- Ensemble playing
- Orff playing opportunities
- Vocal ensembles such as solos, duets, trios, etc.

Composition/Improvisation Projects:

- Creation of a sound story
UNIT 5: FORM

Why Is This Unit Important?

• Form is one of the main elements of music.
• Form gives music direction and allows the listener/performer an overall structure and plan in which to guide listening/creating.
• Form gives music contrast and diversity.

Enduring Understandings or Unit Objectives:

• Students will identify and respond to call and response as well as echo.
• Students will distinguish between same and different (notes, phrases, etc.).
• Students will examine, respond and perform ABA.
• Students will identify Introductions and codas.
• Students will identify repetition.
• Students will distinguish between same/similar/different.
• Students will identify theme and variations as well as rondo.
• Students will identify and define a ballad.
• Students will identify and perform verse and refrain.
• Students will explore various forms of musical genres such as aria, recitative, etc.

Essential Questions:

• What is form?
• What is: call and response, echo, same/similar/different, AB, ABA, introduction, coda, theme and variations, rondo, ballad, verse and refrain, aria, recitative, etc.?

Acquired Knowledge:

• Call and response and echoes are forms of musical composition.
• Musical form is determined by same/similar/different musical phrases and parts.
• Music is comprised of various parts to create its form such as:
  • introduction and coda
  • verse and refrain, etc.
• Ballads are stories set to music.

Acquired Skills:

• Sing call-response and echo songs.
• Distinguish between same/similar/different notes and phrases and sections of various musical selections.
• Perform AB, ABA, rondo, verse and refrain, introduction and coda, with various classroom instruments and vocal repertoire.
• Create/improvise and perform ballads.
• Identify various forms in musical genres such as aria, recitative, etc.

**Benchmark or Major Assessments:**

• Individual/group presentations
• Hand and body signals
• Listening exercises
• Students’ self-assessment
• Individual/group demonstration and performance
• Oral response
• Vocal/instrumental score marking and analysis
• Worksheets and quizzes
• Teacher observation

**Instructional Activities:**

• Anticipatory sets
• In-class activities
• Listening exercises
• Analysis of vocal and instrumental scores

**List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:**

• 1.2.2.B(2) 6
• 1.2.5.B(2) 1

**Anticipatory Sets:**

• What form does this picture represent? O Δ O

**In-Class Activities:**

• Movement activities to identify different musical sections of a piece

**Composition/Improvisation Projects:**

• Creating sound effects in an organized manner
• Student-directed playing of classroom instruments
UNIT 6: EXPRESSIVE QUALITIES

Why Is This Unit Important?

• Expression is one of the main elements of music.
• Music creates emotions.
• Music allows for self-expression.
• Music unifies peoples.
• Crescendo, decrescendo.
• The use of expression aids in determining the mood/feeling of the music.

Enduring Understandings or Unit Objectives:

• Students will distinguish between loud and soft.
• Students will distinguish between fast and slow.
• Students will respond to various genres of music according to the mood.
• Students will identify and respond to fast/slow, loud/soft.
• Students will determine the mood and style of particular musical selections.
• Students will analyze the relationship between the words and the music.
• Students will demonstrate piano and forte.
• Students will demonstrate the full range of dynamics and tempi.
• Students will analyze/compare and contrast various genres of music.
• Students will analyze and critique the musical and expressive qualities of a musical performance.

Essential Questions:

• How does music express emotion?
• What are dynamics?
• What is tempo?
• What is: piano, forte, crescendo, decrescendo?
• How do music and words relate to one another in a musical composition?
• What is the mood/style of a musical composition?

Acquired Knowledge:

• Vocabulary such as but not limited to: piano, forte, crescendo, decrescendo.
• Various tempi (fast, slow) help to create a musical mood.
• Words in music can be reflected in the music by various dynamics, tempi, tone colors, etc.
• The mood of a composition is created by various musical elements.
Acquired Skills:

• Perform/create musical compositions using tempi and dynamics.
• Create various styles of music through singing and classroom percussion.
• Perform various moods and styles of music.
• Evaluate and examine the relationship between words and music.
• Compare contrasting styles of music.
• Analyze and critique the musical and expressive qualities of a musical performance by using appropriate terminology/vocabulary.

Benchmark or Major Assessments:

• Individual/group presentations
• Hand and body signals
• Think/pair/share
• Classroom discussion
• Students’ self-assessment
• Individual/group demonstration and performance
• Oral response
• Worksheets and quizzes
• Listening exercises
• Teacher observation

Instructional Activities:

• Anticipatory sets
• In-class activities
• Performance opportunities
• Critique and analysis of live or recorded performances

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

• B (2) 3,5,7
• B (2) 4

Anticipatory Sets:

• Listening exercise
• “What do you hear?”
• Loud/soft, fast/slow
• “How does it make you feel?”
In-Class Activities:

- Choral singing
- Various genres of music to perform

Composition/Improvisation Projects:

- Creation of a sound story
- Expressive movement added to a story/song
OTHER POTENTIAL INSTRUCTIONAL ACTIVITIES

• Kinesthetic activities
• Kodaly and Orff pedagogy
• Singing
• Game playing
• Instrument playing
• Demonstration/modeling
• Guest speakers/performers
• Audio/visuals
• Observation
• Lecture
GROUP/SOLO SINGING OPPORTUNITIES

- This is afforded all students, Pre-Kindergarten through 5th grade, during each music class.
- Students in 4th and 5th grades have a choral experience once weekly.
- Musical games such as “Who Has the Button?”
- Instrumental opportunities on not just classroom instruments but the playing of an instrument in 4th and 5th grades.
- 3rd grade recorder playing.
- Specially-designed music class activities allow for ensemble and solo playing, such as a drum ostinato, added to a piece of music.
INSTRUCTIONAL MATERIALS

The following list of instructional materials is not exhaustive. Rather, it is to show the variety of materials used within the music program.

Textbook Series

MacMillan/McGraw-Hill (Spotlight on Music) [currently 5th grade only]
Silver Burdett & Ginn (World of Music)
Silver Burdett & Ginn (The Music Connection)

Recordings

Danse Macabre by Camille Saint Saens
Night on Bald Mountain by Modest Mussorgsky
Peter and the Wolf by Prokofiev
The Nutcracker by Tchaikovsky
5th and 9th Symphonies by Ludwig van Beethoven
The Planets by Gustav Holst
1812 Overture by Tchaikovsky

VHS/DVD Recordings

Beethoven Lives Upstairs
Walt Disney’s Fantasia (excerpts)

Classroom Instruments

Recorders
Hand drums
Djembe
Tambourines
Triangles
Rhythm sticks/claves
Maracas
Diatonic/chromatic bells
Autoharp
Jingle bells
Guiro (and other world instruments)