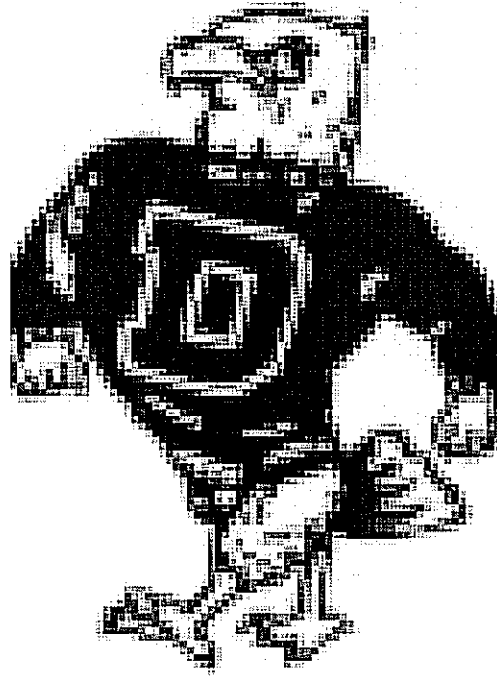


DENNIS TOWNSHIP SCHOOL DISTRICT



PERFORMING ARTS CURRICULUM

APPROVED: JANUARY 22, 2014

Course Title: Music
Grade Level: K-2

Core Concepts What Big Ideas will be studied in each unit?	Essential Questions These questions guide inquiry into the big ideas of the unit.	Enduring Understanding What specific, lasting and transferable understandings will result from the investigation?	Knowledge & Skills What will students be able to do as a result of instruction?	N.J.C.C.S.
Unit 1 Timbre	How do different timbres influence the listener's feelings?	Students will understand that: Voices and instruments have a range of timbres.	Students will be able to: Demonstrate matching pitch through the use of echo singing. Recognize that instruments have different timbres.	1.1, 1.2, 1.3, 1.4
Unit 2 Rhythm	Does music have a pulse?	Rhythm influences movement. Music has basic rhythm patterns.	Respond to changeable meters through movement, i.e. march to common time. Clap rhythms.	1.1, 1.3, 1.4
Unit 3 Melody and Harmony	Why is melody important?	That melody is the most important part of a song. That harmony makes the music interesting. That a round creates harmony.	Sing simple DO-MI-SOL-LA melodies. Identify a melody. Sing a round.	1.1, 1.3, 1.4

Course Title: Music
Grade Level: K-2

<p>Unit 4</p> <p>Dynamics</p>	<p>Why should volume vary?</p>	<p>Music has dynamic levels.</p>	<p>Recognize the difference between loud and soft. Physically demonstrate volume variations.</p>	<p>1.1, 1.2, 1.3, 1.4</p>
<p>Unit 5</p> <p>Form</p>	<p>Does music have shape?</p>	<p>That music has structure.</p>	<p>Hear and respond to different sections of a composition.</p>	<p>1.1, 1.2, 1.3, 1.4</p>

<p>Course</p> <p>Benchmarks</p> <p>What should students be able to do at this point in the year?</p>	<p>End of 2nd Grade:</p> <ul style="list-style-type: none"> • match pitch • follow notation • sing rounds • move to music • keep steady beat • recognize various instruments
--	---

Course Title: Music
Grade Level: 3-5

Core Concepts What Big Ideas will be studied in each unit?	Essential Questions These questions guide inquiry into the big ideas of the unit.	Enduring Understanding What specific, lasting and transferable understandings will result from the investigation?	Knowledge & Skills What will students be able to do as a result of instruction?	N.J.C.C.C.S.
Unit 1 Timbre	How do different timbres affect mood?	Students will understand that: Within instrumental families and vocal parts there are ranges.	Students will be able to: Better demonstrate pitch matching by echo singing and use of head voice. Recognize instrument families.	1.1, 1.2, 1.3, 1.4
Unit 2 Rhythm	How are rhythm patterns notated and grouped?	Movement is influenced by pulse. Rhythm is notated by specific symbols.	Respond to a variety of meters appropriately. Reading basic rhythm patterns.	1.1, 1.3, 1.4
Unit 3 Melody and Harmony	Does melody and harmony have a relationship?	That harmony adds texture. That melody and harmony must be balanced.	Perform more complex melodies. Perform music with harmonies. Perform partner songs and compositions with descants.	1.1, 1.3, 1.4

Course Title: Music
Grade Level: 3-5

<p>Unit 4 Dynamics</p>	<p>How do dynamic changes affect the piece?</p>	<p>Dynamic vocabulary is in Italian. Dynamics are notated in music. Dynamic changes in music make a piece more interesting.</p>	<p>Recognize the difference between piano and forte. Perform utilizing piano and forte.</p>	<p>1.1, 1.2, 1.3, 1.4</p>
<p>Unit 5 Form</p>	<p>How is form identified?</p>	<p>That binary form is labeled AB.</p>	<p>Identify AB form.</p>	<p>1.1, 1.2, 1.3, 1.4</p>

<p>End-Course Benchmarks What should students be able to do at this point in the year?</p>	<p>End of 5th Grade</p> <ul style="list-style-type: none"> • sing a simple melody • read simple rhythms • sing rounds and partner songs • move to the pulse of music • pat the beat • recognize the instrumental families
---	--

Course Title: Music
Grade Level: 6-8

Core Concepts What Big Ideas will be studied in each unit?	Essential Questions These questions guide inquiry into the big ideas of the unit.	Enduring Understanding What specific, lasting and transferable understandings will result from the investigation?	Knowledge & Skills What will students be able to do as a result of instruction?	N.J.C.C.C.S.
Unit 1 Timbre	What is the composer's intent in using specific timbres?	Students will understand that: Different time periods, styles and composers utilized different instrumentation to create a variety of timbres.	Demonstrate their skills of pitch through modeling and reading notation. Use and recognize different timbres to create mood.	1.1, 1.2, 1.3, 1.4
Unit 2 Rhythm	Why are rhythms grouped?	There is a hierarchy of notation. Time signatures represent different pulses.	Use simple meters and basic notation. Recognize complex time signatures.	1.1, 1.3, 1.4
Unit 3 Melody and Harmony	How does division of parts affect a melody?	Voice parts can be divided. That the melody may be in different voices throughout a composition.	Perform multipart/divisi music. Perform more sophisticated harmonies.	1.1, 1.3, 1.4

Course Title: Music
Grade Level: 6-8

<p>Unit 4 Dynamics</p>	<p>What is the importance of subtle dynamic changes in music?</p>	<p>That there are a wide range of dynamics.</p>	<p>Recognize and perform subtle dynamic changes ranging from pp, p, mp, mf, f, ff. Follow conductor's dynamic cues.</p>	<p>1.1, 1.2, 1.3, 1.4</p>
<p>Unit 5 Form</p>	<p>What are the various forms used in music?</p>	<p>There is a structure for identifying thematic return.</p>	<p>Recognize the difference between binary, ternary and rondo form.</p>	<p>1.1, 1.2, 1.3, 1.4</p>

<p>End-Course Benchmarks What should students be able to do at this point in the year?</p>	<p>End of 8th Grade</p> <ul style="list-style-type: none"> • sing with an age appropriate tone and range • read simple and compound rhythms • sing polyphonic music • discuss appropriate movement to music • understand and maintain a steady beat • identify different timbres of instrumental families and the voice
--	--