

Subject: Choral Music Grades: 4, 5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.1** – To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard #3:** Responding to and Analyzing Works of Art (Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to recognize and respond to the aesthetic and structural qualities of music including textures, timbres, forms and styles.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The definition of: <i>Texture</i> - The relationship of melodic lines and chords in music, and the following examples: <ul style="list-style-type: none"> - Unison – All voices singing one melody. - Two-part – Two vocal lines sung simultaneously. • The definition of: <i>Timbre</i> - The characteristic sounds of various instruments and voices. • The definition of: <i>Form</i> - The organizational structure of music, and the following examples: <ul style="list-style-type: none"> - ABA – Refrain/Verse/Refrain - Binary (AB) – two contrasting sections - Round – two or more groups singing the same melody at different time - Partner Songs – Two different melodies that create harmony when sung - Descant – counter-melody or harmonic line pitched higher than the melody - Ostinato – repeating harmonic and/ or rhythmic pattern 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Recognize unison and two-part textures in performed choral music. • Recognize vocal timbres (soprano, alto) in choral music. • Recognize the form(s) of performed choral music. • Recognize the style of performed choral music.

Continued...

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The definition of: <i>Style</i> - Music with characteristically similar melodies, harmonies and rhythms, and the following examples: <ul style="list-style-type: none"> - <i>Ethnic – music identified with specific regional cultures (i.e. African, Israeli, Korean, African-American spirituals, American folk, Chinese, Gospel, Hispanic, etc.)</i> - <i>Classical – music by established composers of the Renaissance, Baroque, Classical, Romantic, 20th Century</i> - <i>Pop – contemporary popular music appropriate to ensemble singing (i.e. musical theater, contemporary composed, novelty, etc.)</i> 	<p>The students must be able to:</p>

Subject: Choral Music Grades: 4, 5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.2** – To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard #3:** Responding to and Analyzing Works of Art (Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to formulate opinions about live and recorded performances based on musical elements.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The elements of quality choral performances: <ul style="list-style-type: none"> - <i>Accuracy</i> – correct pitches and rhythms - <i>Tone quality</i> – uniform vowel formation, proper breath support - <i>Blend</i> – consistent tone quality throughout the sections - <i>Diction</i> – crisply articulated consonants, accurate pronunciations in all languages - <i>Balance</i> – equalizing the volume of sections of the choir - <i>Expression</i> – correct use of dynamics and tempi <i>Presentation</i> – appropriate movement and attire 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Recognize the elements of quality choral performances: accuracy, tone quality, blend, diction, balance, expression and presentation.

Subject: Choral Music Grades: 4, 5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.1** - To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise. Upon examination of societies, both past and present, students will describe how music influences and reflects their beliefs, issues and events.

NYS: **Standard #4:** Understanding the Cultural Dimensions and Contributions of the Arts (Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to develop an awareness of the function of music within a variety of cultures.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • Music has a variety of uses, including: <ul style="list-style-type: none"> - <i>Entertainment</i> - musical theater and movies - <i>Ceremonies and holidays</i> – seasonal music, patriotic events • One piece of music utilizing theme(s) from the standard classical repertoire (Renaissance, Baroque, Classic, Romantic, Contemporary) <p>Choral repertoire examples: <u>Entertainment</u> - – “Corner of the Sky” from <u>Pippin</u> – “Bare Necessities” from the <u>Jungle Book</u></p> <p><u>Holidays</u> – – 1) “African Noel” by Aden G. Lewis (Christmas) – 2) “Reindeer Rap” by Albrecht (Christmas) – 1) “This is the Time” by Gallina (Hannukah) – 2) “Light One Candle” by Peter Yarrow (Hannukah)</p>	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Recognize the use of music being performed.

Continued...

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p>	<p>The students must know:</p> <ul style="list-style-type: none"> – 1) “Spirit of Kwanzaa” by Brownsey & Lantz (Kwanzaa) – 2) “Harambee” Grade 4 textbook (Kwanzaa) <p><u>Seasonal</u> –</p> <ul style="list-style-type: none"> – 1) “Happy Winter” by Gallina – 2) “No School Tomorrow” by Althouse <p><u>Patriotic</u> –</p> <ul style="list-style-type: none"> – 1) “50 Stars” by Billingsley – 2) “Step Into the Spotlight” Grade 5 textbook – <u>Spotlight on Music</u> <p><u>Baroque</u> –</p> <ul style="list-style-type: none"> – “Cold and Fugue Season” by J.S. Bach, arranged by Ellen Foncannon – “Bach a Rock” by Ruth Artman – “Sing with Pleasure” by George Handel, arranged by Patrick M. Liebergen <p><u>Classical</u> –</p> <ul style="list-style-type: none"> – “Mozart, We Sing to You” by Gallina – “The Weather Song” from <u>Two Mozart Cannons</u> by Maurice Gardner <p><u>Romantic</u> -</p> <ul style="list-style-type: none"> – “The Binding Tale of Beethoven Bookworms” – a musical by Gallina – “How Would You Like to Have a Middle Name Like Ilyich” arranged by John Carter (Magnificent 7 book) 	<p>The students must be able to:</p>

Subject: Choral Music Grades: 4, 5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.2** - To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise. Students will learn to identify the universal traits of music and their relationships to other art forms.

NYS: **Standard #4:** Understanding the Cultural Dimensions and Contributions of the Arts (Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Students will develop an awareness of the universal traits of the arts.</p> <p>The content/key idea is covered in the General Music Curriculum YK-5 and will not be covered in the limited time allotted to choral ensembles.</p>	<p>The students must know:</p>	<p>The students must be able to:</p>

Subject: Choral Music Grades: 4,5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.3** - To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise. Through group/individual performances, including improvisation, students will apply the expressive communicative qualities of music.

NYS: **Standard #4:** Understanding the Cultural Dimensions and Contributions of the Arts (Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to develop a basic knowledge of expressive symbols and use them in their performances.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The expressive characteristics of music: <i>Dynamics</i> – volume of music <i>Tempi</i> – speed of the beat <i>Lyrics</i> – text 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Recognize the expressive characteristics of music • Accurately perform the expressive characteristics of music

Subject: Choral Music Grades: 4, 5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Create.1** - To inspire students in the application of their musical knowledge, all students will be provided with opportunities to create music through composition and improvisation. Students will create and synthesize musical ideas into a cohesive product, incorporating the revision process.

NYS: **Standard #1:** Creating, Performing and Participating in the Arts (Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.) **Standard #2:** Knowing and Using Arts Materials and Resources (Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to compose rhythms and/or melodies for voices.</p> <p>This content/key idea is covered in the General Music Curriculum YK-5 and will not be covered in the limited time allotted to choral ensembles.</p>	<p>The students must know:</p>	<p>The students must be able to:</p>

Subject: Choral Music Grades: 4, 5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Create.2** - To inspire students in the application of their musical knowledge, all students will be provided with opportunities to create music through composition and improvisation. Students will spontaneously perform musical ideas in various expressive mediums.

NYS: **Standard #1:** Creating, Performing and Participating in the Arts (Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.) **Standard #2:** Knowing and Using Arts Materials and Resources (Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to compose rhythms and/or melodies for voices.</p> <p>This content/key idea is covered in the General Music Curriculum YK-5 and will not be covered in the limited time allotted to choral ensembles.</p>	<p>The students must know:</p>	<p>The students must be able to:</p>

Subject: Choral Music Grades: 4, 5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Perform.1** - To foster further understanding of music and its elements, all students will be provided with classroom, solo and/or ensemble performance opportunities. Through a variety of performance opportunities, students will demonstrate their progressive musical skills using repertoire appropriate to the level of achievement.

NYS: **Standard #1:** Creating, Performing and Participating in the Arts (Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to sing in a large choral ensemble. They may also participate in small ensembles.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • How to follow a choral score, isolating a single voice part • How to follow and interpret basic conducting gestures (i.e. cut-offs, entrances, dynamics, beat patterns) • Proper vocal tone quality using good breath support and mouth position • Expressive elements including, dynamics, tempi and lyrics • Proper performance poise including correct singing posture, attentiveness to the conductor and a knowledge of concert protocol • Basic ensemble singing skills of balance, blend, and intonation 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing rhythms accurately. • Sing pitches accurately and in tune. • Sing with a clear, resonant tone, using proper breath support. • Sing with correct vowel production/mouth position. • Sing consonants clearly. • Sing expressively, using correct dynamics, tempi and phrasing. • Sing using correct posture. • Sing using basic ensemble singing skills of balance and blend.

Subject: Choral Music Grades: 4,5 Writing Date: June 2004 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Perform.2** - To foster further understanding of music and its elements, all students will be provided with classroom, solo and/or ensemble performance opportunities. Using a repertoire of various genres and styles, students will develop an individual level of performance proficiency that will enable them to evolve in the area of self-expression.

NYS: **Standard #1:** Creating, Performing and Participating in the Arts (Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.)

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>How to sing individually with a clear and resonant tone, accurate pitch and appropriate techniques, emphasizing the expressive qualities of music.</p> <p>This content/key idea is covered in the General Music curriculum YK-5 and will not be covered in the limited time allotted to choral ensembles.</p>	<p>The students must know:</p>	<p>The students must be able to:</p>