

Lower Township School District
Cape May, New Jersey

Music

Instructional Units



MUSIC INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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Unit 1

Multi-Cultural Music

Unit Overview	
Content Area: Performance/Music	
Unit Title: Multi-cultural	Unit: Multi-cultural
Target Course/Grade Level: 5th	Timeline: Ongoing
Unit Summary: Students will identify, perform, critique music from different cultures. Identify significance of music within the cultures history and/or holidays and traditions. Students will perform games, dances and language of different cultures.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
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.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Reponses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Basic choreographed structures employ the elements of dance. • Musical and non-musical forms of sound can affect meaning in choreography and improvisation. • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. • Art and culture reflect and affect each other. • Characteristic approaches to content, form, style, and design define art genres. • Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. • Complex scores may include compound meters and the grand staff. • Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time. • Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. • Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. • Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. • Digital media are 21st-century tools used for local and global communication. 	

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CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.2	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ♦ Is the piece/song folk or composed? ♦ Language? ♦ Country? ♦ Location of country? ♦ What are the Cultural differences compared to America? ♦ What is the style of music? ♦ What is Timbre? ♦ What is the significance of the song/music? ♦ How does music reflect different regions/cultures? ♦ Why is it important to be exposed to music of different cultures? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ♦ Instruments used in various cultures and time periods ♦ Significance of music within culture and time period. ♦ Style, tone color of different cultures.
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Unit Learning Targets (Outcomes) –
Students will ...

<ul style="list-style-type: none"> ♦ Listen to music from different cultures. ♦ Perform music from different cultures. ♦ Discuss composers and instruments from different cultures. ♦ Learn dances and games from different cultures. ♦ Examine/ compare/ discuss notation from different cultures. ♦ Explore the connection between music and cultural /traditional holidays ♦ Perform music in different languages

Integration of Technology: Smart board; computers;

Technology Resources: www.dsokids.com

Opportunities for Differentiation: use of web sites, and internet to enhance learning

Primary interdisciplinary connections: language arts; geography; science

21st century themes: Creativity and innovation; critical thinking

Evidence of Learning

Summative Assessment

<ul style="list-style-type: none"> ♦ Appreciation for different cultures. ♦ Identify and correlate differences in cultures ♦ Understanding the need to be exposed to different cultures.

Equipment needed: Smart board; multi-cultural instruments; assortment of CDs

Teacher Instructional Resources: Let Your Voice Be Heard; Multi-cultural songs and games

Formative Assessments

<ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class participation 	<ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-assessment
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ACTIVITIES	MATERIALS
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<ul style="list-style-type: none"> ♦ Paiute Stick game ♦ Haliwa-Saponi canoe dance ♦ Sorida ♦ Ancient Egyptian Rondo ♦ AMIGOS (Spanish/French/Hebrew-based on Ghana tune) ♦ LOS COLORES DE LA PRIMAVERA (Spanish) ♦ UNO (Spanish) 	<ul style="list-style-type: none"> ♦ Song; sticks ♦ Song; CD ♦ Ghana hand game. ♦ Orff Instruments; song ♦ Music K-8 magazine/CD ♦ Music K-8 magazine/CD ♦ Music K-8 magazine/CD
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Unit 2

Music History

Unit Overview	
Content Area: Performance/Music	
Unit Title: Music History	Unit: Music History
Target Course/Grade Level: 5th	Timeline: Ongoing
Unit Summary: Students will be able to critique and analyze music from selected composers and genres. Students will become better appreciators and consumers of classical music. A plethora of media; materials; compositions; and instruments available to better distinguish different genres throughout history.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
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.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Content Statements	
<ul style="list-style-type: none"> • Basic choreographed structures employ the elements of dance. • Musical and non-musical forms of sound can affect meaning in choreography and improvisation. • Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). • The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.). • The actor’s physicality and vocal techniques have a direct relationship to character development. • Time, place, mood, and theme are enhanced through use of the technical theatrical elements. • Sensory recall is a technique actors commonly employ to heighten the believability of a character. • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • Art and culture reflect and affect each other. • Characteristic approaches to content, form, style, and design define art genres. • Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. • Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. 	

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- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st-century tools used for local and global communication.
- Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.

CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
1.1.5.C.2	Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
1.1.5.C.4	Explain the function of sensory recall and apply it to character development.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

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<p>Unit Essential Question</p> <ul style="list-style-type: none"> ♦ What music genre does the composer coincide with? ♦ How does the music make you feel? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ♦ Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
<p>Unit Learning Targets (Outcomes) – <i>Students will...</i></p> <ul style="list-style-type: none"> ♦ Students will study; analyze and critique music of W.A. Mozart; Ludwig Van Beethoven; J.S. Bach and Aaron Copland. ♦ Students will compare and contrast music of different time periods. ♦ Students will study a brief history of each composer. ♦ Student will identify timbre of each composition. ♦ Correct use of music terminology. (Dynamics; Form; Timbre; Duration; Major/Minor; Tone Color; Tempo) 	
<p>Integration of Technology: Use of the internet for information; CDs and DVDs Smart board lessons on different composers and time periods.</p>	
<p>Technology Resources: YouTube; NewGrove.com;</p>	
<p>Opportunities for Differentiation: Offer students the use of personal computers; library; and smart board.</p>	
<p>Teacher Notes: Music selections may vary from year to year.</p>	
<p>Primary interdisciplinary connections: Language arts and History</p>	
<p>21st century themes: Critical thinking</p>	

Evidence of Learning

<p>Summative Assessment</p> <p>Students will be able to discuss feelings, moods and ideas using correct music terminology in a positive manner.</p> <p>Equipment needed: Use of the internet for information; CDs and DVDs Smart board lessons on different composers and time periods.</p> <p>Teacher Instructional Resources: Wide range of CD's DVDs and resource books.</p>
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<p>Formative Assessments</p>	
<ul style="list-style-type: none"> ♦ Teacher observations ♦ Class critique ♦ Class participation ♦ Group/individual oral assessment ♦ Self Assessment 	<ul style="list-style-type: none"> ♦ Practice Presentations ♦ Questioning ♦ Discussion

<p>ACTIVITIES</p> <ul style="list-style-type: none"> ♦ Billy The Kid game ♦ Mozart Time line game ♦ Composer Bingo ♦ Name that Tune 	<p>MATERIALS</p> <ul style="list-style-type: none"> ♦ Game cards and CD ♦ Mozart timeline ♦ Bingo cards; CD ♦ Several CDs of different composers
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Unit 3

Music Theory

Unit Overview	
Content Area: Performance/Music	
Unit Title: Music Theory	Unit: Theory
Target Course/Grade Level: 5th	Timeline: Ongoing
Unit Summary: Students will be able to perform, identify, compose, and critique given melodies and rhythms through use of the voice and/or given instruments.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
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.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st Century Life & career Skill: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Content Statements	
<ul style="list-style-type: none"> • Basic choreographed structures employ the elements of dance. • Musical and non-musical forms of sound can affect meaning in choreography and improvisation. • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities. • Works of art, props, and other creative stimuli can be used to inform the thematic content of dances. • Complex scores may include compound meters and the grand staff. • Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time. • Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. • Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. • Identifying criteria for evaluating performances results in deeper understanding of art and art-making. • While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology. • Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. 	

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Content Statements (continued)

- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st-century tools used for local and global communication.
- Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.

CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
1.3.5.A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the tempo? • What is the meter sign? • Is it duple or triple meter? • What are the dynamic markings? • What is the modality of the piece/song? • What is the form? • Is it folk or composed? • What is the melodic contour? • Simple or complex rhythm? • Is there harmony? • What is the timbre? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Tempo: andante, moderato, allegro • Meter: 4/4, 3/4, 2/4, 6/8 • Timbre: instrumentation • Dynamics: <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i> • Major and minor • Form: A, AB, ABA, ABC, Rondo • Harmony: round; canon; partner songs; 2 part. • Rhythmic figures: tim-ka; ti-ki-ti-ki. • Curwen hand signs. <i>Do, re, mi, fa, sol, la, and high do.</i>
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Unit Learning Targets (Outcomes) – Students will ...

<ul style="list-style-type: none"> • Identify tempo markings: (classical: andante, moderato and allegro; quarter note = 120) • Determine if the song/piece is folk or composed • Phrasing and breathing • Identify timbre. • Identify the following: clef sign; meter sign; measure(s) staff; bar lines; double bar line; repeat sign; dynamic marks; rhythmic notation; notes on the staff; • Perform, notate, and identify new rhythms tim-ka; ti-ki-ti-ki. • Identify form of piece/song • Perform melodies using Curwen hand signs in conjunction with Kodaly sol-fa singing.

Integration of Technology: Smart board; computers;

Technology Resources: Musictheory.net

Opportunities for Differentiation: use of web sites, and internet to enhance learning

Teacher Notes:

Primary interdisciplinary connections: Math; Whole language; science(acoustics)

21st century themes: Creativity and innovation; critical thinking

Evidence of Learning

Summative Assessment

<ul style="list-style-type: none"> • Rhythmic notation – identifying, performing and creating • Melody- identifying, performing and creating • Harmony – identifying, performing and creating
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Equipment needed: Smart board; Orff instruments; rhythm instruments; internet

Teacher Instructional Resources: Kodaly Content; Kodaly Context; Kodaly Method; Music for Children – Carl Orff

Formative Assessments

<ul style="list-style-type: none"> • Teacher observation • Class critique • Class participation 	<ul style="list-style-type: none"> • Group/individual oral assessment • Self-assessment • Questioning
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<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> • Rhythm Baseball • Rhythm Bingo • Rhythm Relay • Melody Bingo • Name the note • Write the word 	<ul style="list-style-type: none"> • Bases; white board; • Over head projector; Bingo transparency • White board; • Game • Cards with notes • Cards with words, student writes notes