

Family Learning Guide: Music

Marking Period 2: 11/2/20 - 1/29/21



Welcome to the Family Learning Guide!



Dear Families,

Thank you for reading this Family Learning Guide. We are excited to work with you as partners during these challenging times to ensure that all our students receive an excellent education.

As reflected in our district's strategic plan – The District Model of Excellence or DME – we are working hard every day to provide all our students with the resources that they need to thrive.

We have developed this resource to support student learning – especially at-home learning – and we are excited to work with you and develop more tools and resources to support your children in their learning.

Please reach out with any questions or concerns and suggestions on how to make this guide more useful in the future.

Your partners at Hartford Public Schools



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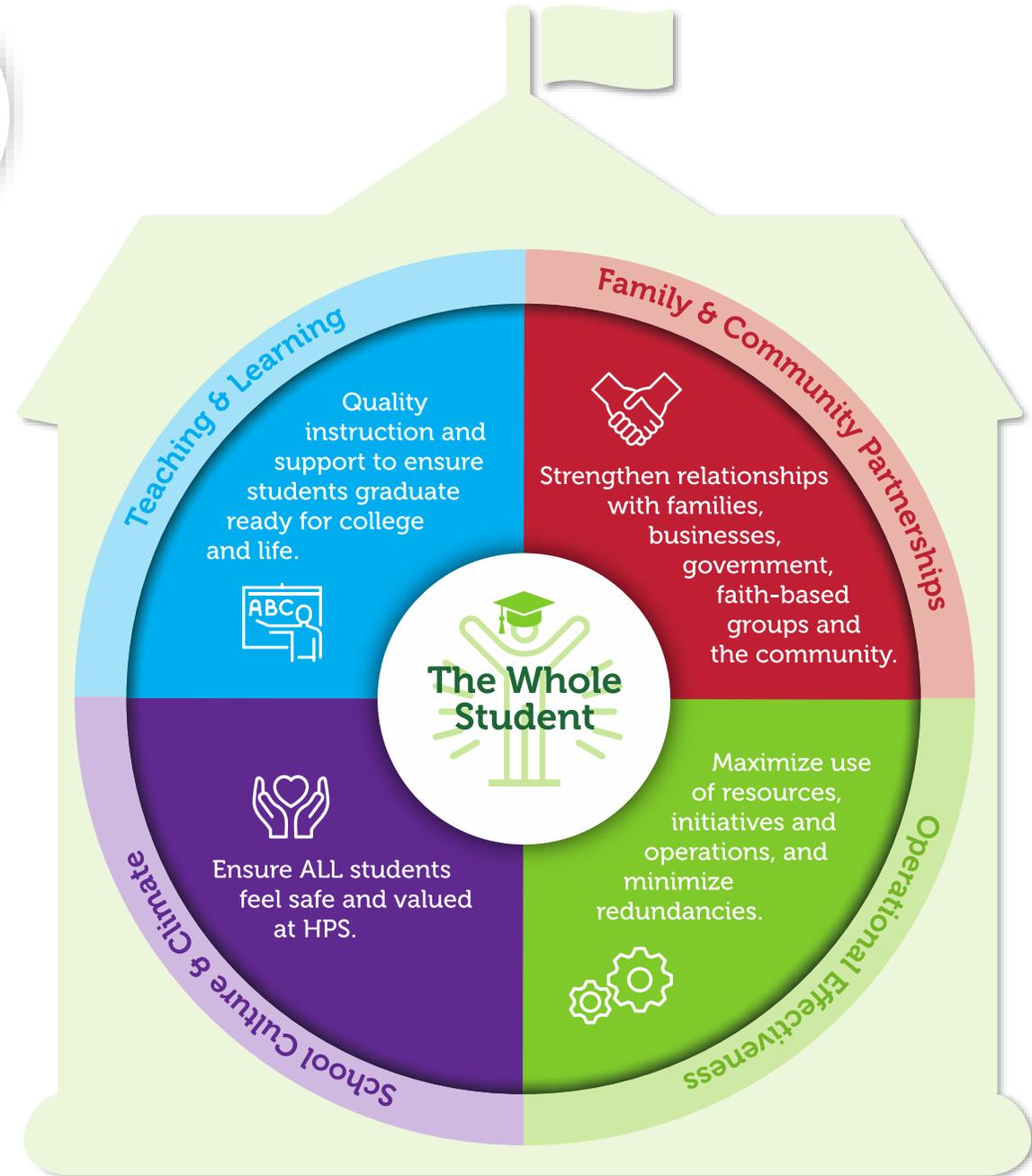
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We are committed to excellence and equity for all our students.



The District Model of Excellence is our roadmap for providing every child in Hartford with access to a high-quality public school.

We are committed to **excellence** and **equity** for all our students. This means that we cannot and will not allow the pandemic to interrupt high quality instruction for our students.



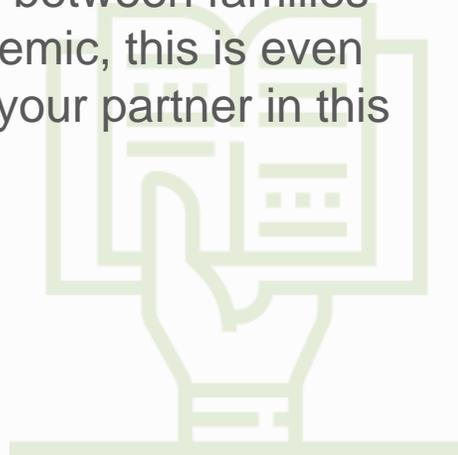
Introducing the Family Learning Guide



WHAT IS A FAMILY LEARNING GUIDE?

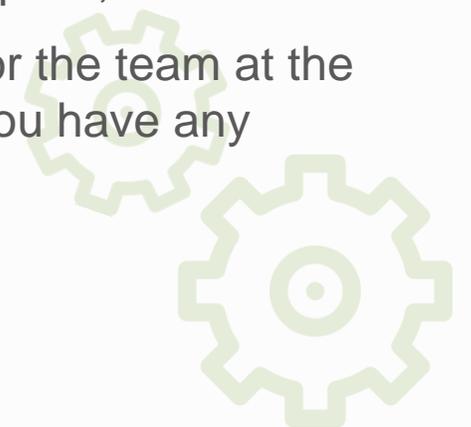
This is a resource developed by the team at Hartford Public Schools to provide you – our families – with an advance look at what your children will be learning in the coming weeks.

Learning requires partnership between families and schools. During the pandemic, this is even more true and we want to be your partner in this challenging time.



HOW SHOULD YOU USE IT?

1. Review the sample learning objectives so that you can reinforce them at home;
2. Review the resources to support at-home learning so that you can make sure your children have the right supplies;
3. Reach out to your school or the team at the Hartford Public schools if you have any questions!





UNIFIED ARTS FAMILY LEARNING GUIDE

What are the marking period dates for this Family Learning Guide?

11/2/20 through 1/29/21

What are the specific units covered in this Family Learning Guide?

1. Music for Grades K-2
2. Music for Grades 3-5
3. Music for Grades 6-12



Family Learning Guide:

Music for Grades K-2



Unit Topic(s): Music can help us express our feelings.

How does melody change the way you feel? How does tempo change the way you feel? How do dynamics change the way you feel? How does tone change the way you feel?

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can demonstrate my understanding of the difference between high and low sounds visually, aurally and/or through movement
2. I can demonstrate my understanding of steady beat through singing and movement.
3. I can accurately move my body to match/express different tempos.
4. I can use my body and verbally address when tempos are changing in songs.
5. I can compare and contrast a variety of songs and lyrics about what it means to be helpful.
6. I can demonstrate my understanding by showing the difference between loud and soft sounds aurally, visually and through movement
7. I can demonstrate concepts of mood in music aurally or through purposeful movement
8. I can use standard music notation to label dynamics such as p mf and f (soft, medium and loud)
9. I can explain and give examples of the communities I am a part of and why they are important.
10. I can use different instruments as examples of bright and dark tones.
11. I can demonstrate my understanding of tone color changing my emotions through written and verbal communication.

HOW WILL WE TEACH YOUR CHILDREN?

Singing

Exploring High and Low Sounds – singing and listening to examples from the teacher or a recorded piece of music.

Echo-songs (I sing, then you sing after me)

Moving

Moving their bodies up high and down low when the melody changes.

Movement for form and expression – usually to classical music – follow the teacher or the video

Beat and Rhythm

Exploring beat keeping rhymes and chants.

Finding a steady beat using body percussion or a classroom/homemade instrument (pencils, paper plates, anything that taps)

Listening

Listening to their teacher model good singing voice during Song Tales (songs that tell a story) and identifying high and low (Also using children's literature, such as Goldilocks and the Three Bears)

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Open space to move!
- Items to use for tapping (pencils, etc.) but not necessary. Students can always use body percussion!

Family Learning Guide: Music for Grades 3-5



Unit Topic(s): Music can help us express our feelings.

How can we determine the song-writer's meaning? When is a performance ready to present? How do context and the manner in which musical work is presented influence audience response? How do musicians make meaningful connections to creating, performing, and responding?

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can describe context (such as personal and social) can inform a performance.
2. I can generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
3. I can demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
4. I can demonstrate understanding of relationships between music and the other arts, and daily life.
5. I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
6. I can describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
7. I can with guidance, generate musical ideas (such as movements or motives).
8. I can demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
9. I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
10. I can describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
11. I can with guidance, generate musical ideas (such as movements or motives).
12. I can demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
13. I can apply teacher provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances.
14. I can generate musical ideas within a given tonality and/or meter.
15. I can demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.
16. I can perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

HOW WILL WE TEACH YOUR CHILDREN?

Performance analysis of a variety of music (including rap, choral, instrumental).

Students create simple rhythmic music or a rap, including lyrics, that expresses their feelings about the pandemic.

Close reading of lyrics to determine the meaning of songs.

Listening to and then performing rhythmic patterns to create a percussive piece together.

Movement for form, expression, or dance.

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio and internet to follow along with the class and the teacher.
- Open space to move!
- Items to use for tapping (pencils, etc.) but not necessary. Students can always use body percussion!
- Paper and pencil.

Family Learning Guide:

General Music for Grades 6-12



Unit Topic(s): Music is an integral part of the society in which we live.

Making digital music. Music in TV and movies. Recording audio books and dramas. Music in my community.

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can create a project in a DAW (digital audio workstation) and add audio.
2. I can select appropriate instruments and sounds to create a song.
3. I can use the software to mix my instruments and sounds into a final product.
4. I can communicate an emotional message through digital music.
5. I can describe how different musical styles affect the emotional impact of a scene.
6. I can analyze a composer's intent for using specific musical motives within a scene.
7. I can create an appropriate musical backdrop for a scene.
8. I can record my voice using software and hardware I can select appropriate sound effects and use them to impact the story.
9. I can create an appropriate musical backdrop for the story.
10. I can analyze the difference between various genres of music.
11. I can describe the role music plays in the lives of my family and friends.
12. I can evaluate and communicate my feelings and about music that I like.

HOW WILL WE TEACH YOUR CHILDREN?

- Song construction and layering of voices.
- Creating short songs based on prompts.
- Longer song creation.
- Musical analysis of selected film scenes.
- Recording individual voices for books.
- Selecting or recording sound effects.
- Selecting or creating background music for stories.
- Discussion of various popular genres of the 20/21st century, going by decade.
- Listening to examples and analyzing difference between styles.
- Interviewing friends/family about music they listen to and why they like it or how it makes them feel.
- Collecting song suggestions from interviewees and listening to them with guided questions.

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Device with audio and microphone.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms.

Family Learning Guide: Music Ensembles for Grades 6-12



Unit Topic(s): Music is a way for us to be part of something larger than ourselves.

Which musical elements are necessary for creating music during social distancing? Why is performing in small ensembles important for musical growth? Does a performance have to be public to be meaningful? How do we use the elements of music to create new music?

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can describe concepts of music theory.
2. I can recognize form within a piece of music.
3. I can create music to express an idea or feeling.
4. I can record my part of a large ensemble work in time with a metronome.
5. I can perform my part of a large ensemble work with the right notes.
6. I can select music at an appropriate difficulty level for me.
7. I can apply technical skills from class to individual music making.
8. I can revise to improve my performance.

HOW WILL WE TEACH YOUR CHILDREN?

- Whole group (ensemble) "rehearsal" with safe social distancing or on digital software.
- Small group and/or individual lessons with safe social distancing.
- Recording/Filming individual parts
- Video Livestream and/or publishing.
- Instruction on software use
- Student audio/video production
- Research techniques and music selection.
- Individual/paired composition exercises.
- Presentation of projects.

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Device with audio and microphone.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms.