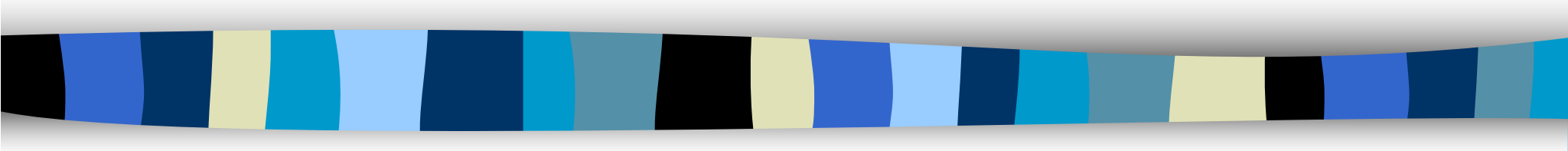


FRANZEN INTERMEDIATE SCHOOL

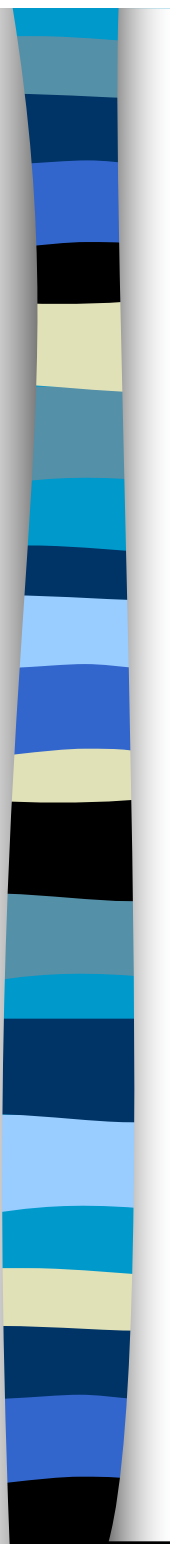


Art, Music and Physical Education CURRICULUM

ART – Ms. Marino

P.E. – Mrs. Engel

MUSIC – Rachel Berry



Art, music and physical education are an essential part of learning and the developmental process of children. They are part of the Itasca District 10 curriculum.

ART ART ART ART ART ART ART ART ART

Objective:

Students will gain an understanding that our environment is created by human effort through thinking, expressing and making connections to their daily lives.

Students will:

- creatively express and communicate observations, ideas and emotions visually and verbally
- apply art elements and principles to create 2-D and 3-D projects



- manipulate art materials and handle tools safely
- apply technology as a working tool
- study art and cultures from past and present



TEACHING UNITS ARE:

- Aligned with Illinois Learning Standards
 - Integrated with subjects taught in the classrooms
- Based on art history/culture, natural and man-made environment, exploration of self and others
- Designed to offer a curriculum that progresses through all grade levels



PROJECTS

- vary according to prior knowledge and skills for sequential art learning
- combine manipulative, cognitive and affective techniques
 - Span several art periods
 - introduce students to: drawing, design, painting, printmaking, clay work, fiber arts, 3-D construction, 2-D mixed media
- are collected in student portfolios for record keeping and selection for art displays.

Music Music Music Music

Students will grow musically, intellectually and socially through:

- singing
- playing instruments
- moving
- listening
- reading
- composing
- evaluating a wide variety of music





MUSIC

All Students will experience
the Orff-Schulwerk & Kodály processes of music instruction, making each student an active music performer, improviser, composer, theorist, and analyzer.

Unit Highlights:

- All units are based on the IL State Standards and the National Standards for Music Education
- All grades study the elements of music, including Melody, Form, Rhythm/ Meter, Expression, Timbre, & Harmony

Performance Opportunities

- Chorus (4th & 5th Grades)
- Informances (3rd, 4th & 5th Grades)
- Spring Musical (5th Grade)



■ What is an informance?

An informance is a performance that informs parents and audience members about grade-level curriculum, daily music activities, and specific subject content that was addressed by a piece of music. Its name is derived from a combination of “information,” “informal,” and “performance.” Parents will be invited to Franzen school for a first-hand experience in their child’s music class.

■ 4th Grade Recorders

4th graders will be bringing home a letter and a recorder soon. These instruments will be studied and used in both 4th and 5th grade. Please carefully read all information regarding student responsibilities and instrument care with your child!

5th graders will be using the recorders they were issued in 4th grade.



STATE MUSIC GOALS

•**State Goal 25: Know the language of the arts.**

- Identify elements & expressive qualities such as tone color, harmony, melody, form, rhythm/ meter, and dynamics in a variety of musical styles.
- Understand how elements and principles combine within an art form to express ideas.

•**State Goal 26: Through creating and performing, understand how works of art are produced.**

- Classify music sound sources into groups (e.g. musical families, vocal ranges, solo/ ensembles)
- Read & interpret the traditional music notation of note values and letter names
- Sing or play acoustic or electronic instruments demonstrating technical skill

•**State Goal 27: Understanding the role of the arts in civilizations past and present**

- Analyze how the arts function in history, society, and everyday life
- Understand how the arts shape and reflect history, society, and everyday life



National Standards for Music Education

1. Creating

- a. Imagine: Generate musical ideas for various purposes and contexts
- b. Plan and Make: Select and develop musical ideas for defined purposes and contexts
- c. Evaluate and Refine: Evaluate and refine selected musical ideas to musical work(s) that meet appropriate criteria
- d. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

2. Performing

- a. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context
- b. Analyze: Analyze the structure and context of varied musical works and their implications for performance
- c. Interpret: Develop personal interpretations that consider creators' intent
- d. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others
- e. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in manner appropriate to the audience and context

3. Responding

- a. Select: Choose music appropriate for a specific purpose or context
- b. Analyze: Analyze how the structure and context of varied musical works inform the response
- c. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent
- d. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

4. Connecting

- a. Synthesize and relate knowledge and personal experiences to make music
- b. Relate musical ideas and works with varied context to deepen understanding

3rd Grade Concepts

Rhythm	Melody	Form	Harmony	Theory	Instruments	Movement
Sixteenth notes	direction	Rondo (ABACA)	accompany	Treble Clef	Instrument Families (woodwind, brass, percussion, strings)	Direction
Tempo	Contour	Theme & Variation	Partner Songs	Staccato/legato	Ensemble	Body facing
Single eighth notes	Pentatonic (5 notes)	Verse/Refrain	Canon and Round	Crescendo/Decrescendo	Bordun	Folk dancing
Whole note	High do	Coda		Treble Clef note names	Singing voice	
Whole rest	Low la			Dynamics		
$\frac{3}{4}$ meter	Low so					
4/4 meter 2/4 meter Ostinato						



3rd Grade Music Goals

Franzen Intermediate School

- ☐ Students will count, perform, and compose rhythms that include the quarter note, half note, 2 eighth notes, sixteenth notes, single eighth notes, whole notes, and whole rests
- ☐ Students will improvise with their voice to create melodies and musical conversations with a minimum of three notes
- ☐ Students will develop in-tune singing, performing and reading songs with seven pitches: do, re, mi, so, la, low so and low la
- ☐ Students will acquire musical independence, gaining the ability to perform one musical idea while another student or group performs a different musical idea
- ☐ Students will develop skills to play classroom instruments, including xylophones and classroom percussion instruments. They will demonstrate correct mallet technique, hand position, and note recognition.
- ☐ Students will develop skills to sing and play as a musical ensemble: teamwork, focused listening, and balance
- ☐ Students will sing and play a wide variety of songs in do-pentatonic and la-pentatonic, and label each as “bright” or “dark” in preparation for studying major and minor
- ☐ Students will develop music literacy, identifying note names on the staff in the treble clef
- ☐ Students will identify the time signature and its meaning, and perform conducting patterns in 2, 3, and 4.
- ☐ Students will aurally and visually identify instruments of the orchestra and classify them into four instrument families: woodwind, brass, percussion, and strings
- ☐ Students will aurally and visually identify and describe the form of musical pieces, including ABA form and rondo form



4th Grade Concepts

<u>Rhythm</u>	<u>Melody</u>	<u>Form</u>	<u>Harmony</u>	<u>Theory</u>	<u>Instruments</u>	<u>Movement</u>	<u>Recorder</u>
Ti tika (eighth, 2 sixteenths)	Fa	ABC	2 part harmony	Treble clef	Bordun	improvisation	articulation
Tika ti (2 sixteenths, eighth)	Whole/ half step	Interlude	Canon	D.C. al fine	Singing Voice	Creation	Notes: BAG
Dotted half note	Melodies ranging from Low Sol - high Do			D.S. al Coda	Recorders	Positive/ negative space	Notes: C,DE
Syncopation				Composition	Band/ choir/ orchestra	Ascending & Descending Scales	
Dotted Quarter Note				Legato/ staccato	Jazz band		
				Absolute note names			



4th Grade Music Goals

Franzen Intermediate School

- ☐ Students will count, perform, and compose rhythms that include the quarter note, half note, eighth notes, sixteenth notes, 2 sixteenth – eighth note patterns, dotted half notes, and syncopation
- ☐ Students will improvise on recorder and with their voice to create melodies and musical conversations with a minimum of three notes
- ☐ Students will develop in-tune singing, performing and reading songs with 7 pitches: do, re, mi, fa, so, la, and high do
- ☐ Students will acquire musical independence, gaining the ability to perform one musical idea while another student or group performs a different musical idea
- ☐ Students will develop recorder technique, including proper use of breath, fingerings, and tonguing
- ☐ Students will develop skills to sing and play as a musical ensemble: teamwork, focused listening, and balance
- ☐ Students will sing and play a wide variety of songs in do-based pentatonic and la-based pentatonic, and label each as “dark” or “bright” in preparation for studying major and minor modes in fifth grade
- ☐ Students will develop music literacy, identifying note names on the staff in the treble clef
- ☐ Students will differentiate between positive and negative space in music, and identify expressive qualities including loud (forte) and soft (piano), legato and staccato, and accents
- ☐ Students will explore different styles of music, focusing on Jazz and classical music. They will perform songs in the jazz style and identify aural signals that give jazz its unique sound. They will study the orchestra, label its families, and aurally identify its timbre (tone color)



5th Grade Concepts



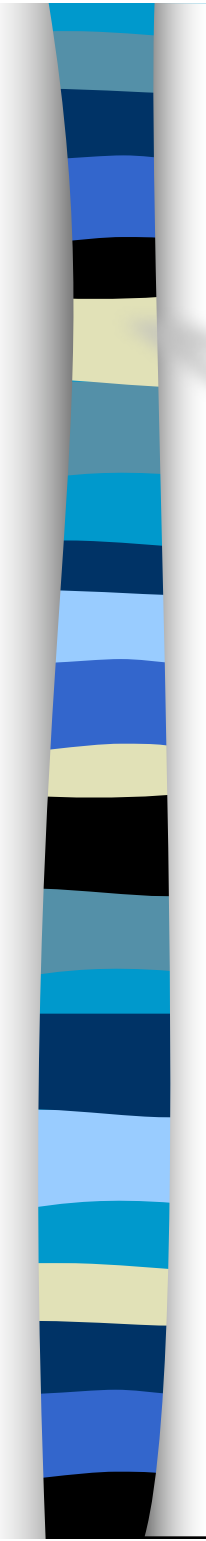
<u>Rhythm</u>	<u>Melody</u>	<u>Form</u>	<u>Harmony</u>	<u>Theory</u>	<u>Instruments</u>	<u>Movement</u>	<u>Recorder</u>
Tim-ka (dotted eighth/ sixteenth)	Low ti	Rondo	Tonic (I) chord	Styles	Recorder	Improvisation	Notes: F, C'
Tum-ti (dotted quarter/ eighth)	High ti	Overture	IV chord	Sharp/ flat	Percussion	Creating	Notes: D', F#
Meter – 2, 3, 4, 5	Major scale	Movement	V chord	Accidentals	Singing Voice		Ensemble playing
Meter – 6/8	Minor scale		4 part canon				



5th Grade Music Goals

Franzen Intermediate School

- ☐ Students will count, perform, and compose rhythms that include the quarter notes, half notes, eighth notes, sixteenth notes, 2 sixteenth – eighth note patterns, dotted eighth-sixteenth note patterns, and dotted quarter note patterns.
- ☐ Students will improvise with their voice to create melodies and musical conversations with a minimum of three notes
- ☐ Students will develop in-tune singing and correct vocal technique, performing and reading songs with seven pitches: do, re, mi, fa, so, la, and ti
- ☐ Students will acquire musical independence, gaining the ability to perform one musical idea while another student or group performs a different musical idea
- ☐ Students will develop skills to play classroom instruments, including xylophones and drums. They will demonstrate correct mallet technique, hand position, and note recognition.
- ☐ Students will develop skills to sing and play as a musical ensemble: teamwork, focused listening, and balance
- ☐ Students will sing and play a wide variety of songs in major and minor tonalities, and label each as “bright” or “dark” and “major” or “minor”
- ☐ Students will develop music literacy, identifying note names on the staff in the treble clef, rhythm durations and responding appropriately to expressive symbols
- ☐ Students will identify the time signature and its meaning, and perform conducting patterns in 2, 3, 4, and 5.
- ☐ Students will aurally identify chord changes, including the I and V chords.
- ☐ Students will experience and perform a wide variety of repertoire from varied cultures, with emphasis on music, dance, and drumming in African cultures



PHYSICAL EDUCATION

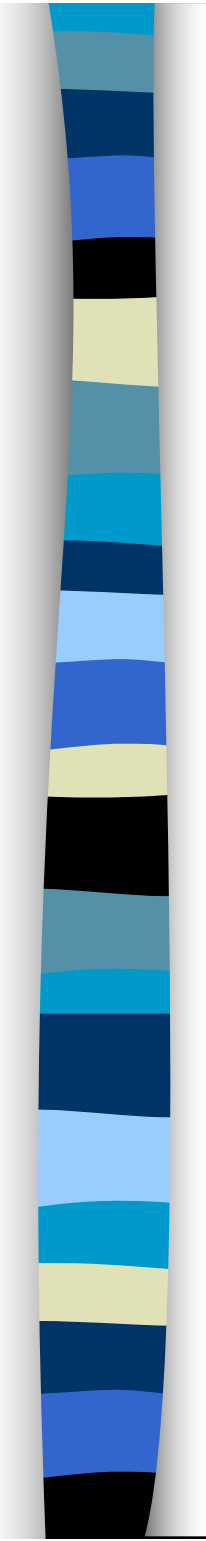
Strive to develop healthy bodies and positive social interactions through:

- active participation
- good sportsmanship
- knowing and applying game rules
- awareness of own physical space and safe behavior



Why is P.E. important?

- A means of positively affecting lifelong health and well-being.
- Help to reverse the growing epidemic of childhood obesity
- Increased time in PE shows improvements in academic performance and cognitive ability.



How much exercise does your student need?

- Current recommendations are for children to engage in at least 60 minutes of physical activity per day.



P.E. P.E. P.E. P.E. P.E. P.E.

Soccer: Rules and Skills	Movement Education	Fitness Step Aerobics	Ball Handling Intro to Basketball
Playground and Recess Activities	Bowling	Volleyball: Rules and Skills	Cooperative Activities Playground games



PHYSICAL EDUCATION

Students are expected to participate unless they have a written doctors note.

Volunteer Opportunities:

- Field Day
- Jump Rope for Heart





State Standards for Physical Education

- **STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**
- **Why This Goal Is Important:** Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.
- A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety and strategies during physical activity.



State Standards for Physical Education

- **STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**
- **Why This Goal Is Important:** Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.
- A. Know and apply the principles and components of health-related fitness.
- B. Assess individual fitness levels.



State Standards for Physical Education

- **STATE GOAL 21: Develop team-building skills by working with others through physical activity.**
- **Why This Goal Is Important:** As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.
- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.



CLASS SCHEDULES

- ART : one 50-minute session weekly
- MUSIC: two 30-minute sessions weekly
- CHORUS: one 60-minute session weekly after school as an extra-curricular activity (Wednesdays 2:30 – 3:30 p.m. beginning October 8th)
- P.E.: two 25-minute sessions weekly



CLASSROOM PROCEDURES AND EXPECTATIONS

Students

- will follow guidelines according to PBIS, classroom rules and subject specific procedures
- have assigned seats in music and art
- have an exercise spot assigned in physical education
- are expected to be prepared for class with required materials
- may be assigned homework for the practice of a skill or in preparation for a project
- are expected to leave classrooms and the gym in an orderly state



RULES

P.E.

- Be Safe
- Be Respectful
- Be Responsible

ART

- Respect
 - Others
 - Yourself
 - Your Art
 - Art tools
- Be Responsible
- Be Safe
- Be Creative

MUSIC

- Be Respectful to others
- Be Responsible with instruments and folders
- Be Ready to learn



Franzen PBIS Expectations

- Be Respectful
- Be Responsible
- Be safe

CONSEQUENCES

WRONG CHOICES	RIGHT CHOICES
1. <i>Verbal Warning/ 1 point off</i>	1. <i>Classroom Compliments</i>
2. <i>Note Home/ 2 points off</i>	2. <i>Super Slips & High Fives</i>
3. <i>Call Home/ Note/ 3 points off</i>	3. <i>Perfect Performance... Surprise! (performance time, stickers, a call home to brag...?)</i>



SPECIAL ACTIVITIES

■ **Community Outreach**

- Chorus: holiday caroling - visiting nursing home, Itasca Bank, Willy Wonka

■ **Youth Art & Music in Our Schools Month**

- Art & Music: guest artists workshops, performances, field trips, assemblies

■ **Field Day**

- Physical education: last day of school
- Miles for Gym Shoes



SHARING ACCOMPLISHMENTS

ART

- Display of student work within the schools, community and county

■ MUSIC

- Spring Musicals for 3rd Grade
- Winter and Spring Choral Concerts
- Informances for 4th & 5th Grades

■ P.E.

- Field day
- Miles for Gym Shoes

■ Also

- Celebration of Learning
- Newsletter articles and announcements



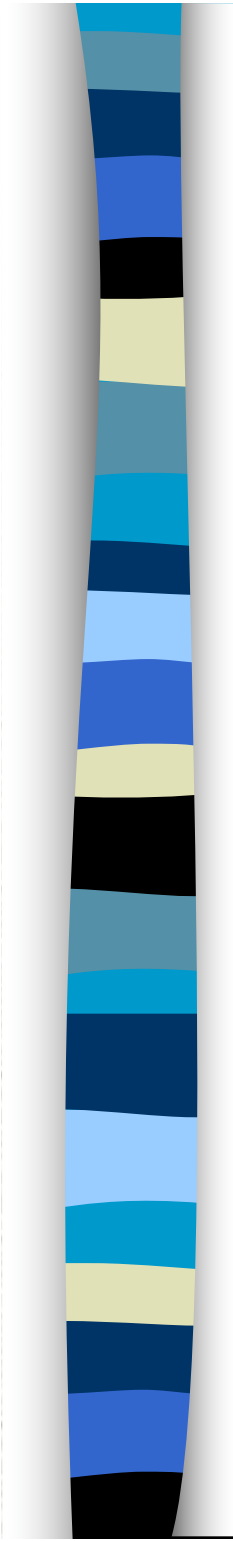
GRADING

- Grades are given twice a year based on accomplishing objectives, progressing in skills, participation and effort.
- Test and/or quiz results will affect the grade
- Special subjects follow the district's grading scale



HELP HELP HELP

Please, let us know if we might call on you to help us out for special occasions or projects. We appreciate your involvement and your helping hands.



Communication is the key to your child's progress. We invite your comments and would like to address your concerns.

ART	MUSIC	P.E.
Ms. Marino 773-1232 ext. 4006 lmarino@itasca.k12.il.us Msmarinosartroom.weebly.com	773-1232	Mrs. Engel 773-1232 ext. 3019 kengel@itasca.k12.il.us
	Mr. Biank 773-1232 Ext. 3098 cbiank@litasca.k12.il.us	