

# Mullica Township School District



## Music Curriculum Grades 3-5

Board approval: 11/28/2018

<b>General Music 3-5 Curriculum Grade 3</b>	
<b>Content Area: General Music 3-5</b>	
<b>Course Title:</b> General Music 3	<b>Grade Level: 3</b>
<b>Third Grade Music</b>	<b>1 Year (20 – 22 lessons)</b>

<b>Music Curriculum Grade 3 Unit Overview</b>
<b>Content Area:</b> General Music 3-5
<b>Unit Title:</b> Third Grade Music
<b>Target Course/Grade Level:</b> 3
<p><b>Unit Summary</b></p> <p>Students will build upon concepts learned the previous year. They will learn:</p> <ul style="list-style-type: none"> <li>- previous notation ideas, as well as introduce more combinations of duple and triple patterns</li> <li>- recorder (target notes - B, A, G, E, and D; target song - Old MacDonald)</li> <li>- Treble clef staff (E4-F5)</li> <li>- General music instruments and props</li> <li>- Ear training and listening skills</li> <li>- folk dancing (circles, square dances)</li> <li>- Proper singing technique</li> <li>- Partner songs</li> <li>- Solo and group performances (with and without instruments)</li> <li>- Solfege with appropriate hand signals (Do, Re, Mi, possibly Sol)</li> <li>- Patriotic music</li> <li>- Instrument families (focus on strings)</li> </ul> <p>These concepts will be taught using a variety of methods including, but not limited to singing games, dancing activities, listening activities, use of instruments, and group singing.</p>

“Conversational Solfege - Levels 1 and 2” by John Feierabend will be utilized. Songs/music used will be chosen from a variety of traditional, patriotic, multicultural, holiday, American, Classical, and Jazz selections.

## Learning Targets

### Content 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 in 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 in 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 in dance, music, theatre, and visual art.

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work. The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

**Anchor Standard 2:** Organize and develop artistic ideas and work. Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Anchor Standard 3:** Refine and complete artistic work. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation. □ Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Anchor Standard 6:** Convey meaning through the presentation of artistic work. □ Musicians judge performance based on criteria that vary across time, place, and cultures.

**Anchor Standard 8:** Interpret intent and meaning in artistic work. □ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Anchor Standard 9:** Apply criteria to evaluate artistic work. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

CPI #

Cumulative Progress Indicator (CPI)

1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.2.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.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.
<b>Interdisciplinary Connections</b>	
SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
<b>21<sup>st</sup> Century Life and Careers</b>	
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CRP	CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.

	CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.
<b>Technology Integration</b>	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is the staff and its components?</li> <li>• What are the note names of the treble clef staff?</li> <li>• How is rhythm used in music?</li> <li>• How can I use rhythm patterns in music?</li> <li>• How is solfege used in music?</li> <li>• How do I properly play the recorder?</li> <li>• What do the recorder notes look like on the staff?</li> <li>• What are the string instruments?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• We can perform in a group or solo</li> <li>• Music has rhythms grouped in 2 and 3</li> <li>• We can use rhythms to create music</li> <li>• There is purposeful movement to music</li> <li>• There are families of instruments, particularly the string family</li> <li>• We can play songs on the recorder</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Unit Objectives</b></li> </ul> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• The musical staff in treble clef</li> <li>• A variety of singing games and traditional songs</li> <li>• How to match pitch</li> <li>• Proper technique for singing</li> <li>• Proper technique for playing the recorder</li> <li>• How to sing a variety of simple songs</li> <li>• How to dance alone and with others</li> <li>• How to speak, read, and write rhythms in duple (quarter, 8th, and quarter rest) and triple (dotted quarter, 8th notes, and combinations thereof)</li> <li>• How to sing, read, and write melodic patterns using Do, Re, Mi, and Sol</li> <li>• The proper technique for playing a variety of instruments</li> <li>• The string instruments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit Objectives</b></li> </ul> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify note names on the treble clef staff</li> <li>• Maintain a steady beat on their person or instrument</li> <li>• Match pitch to a song or phrase</li> <li>• Perform using solfege syllables (Do, Re, Mi, and Sol)</li> <li>• Perform in group and solo setting</li> <li>• Move purposefully to music, solo and in a group</li> <li>• Speak, read, and notate rhythms in duple and triple</li> <li>• Identify the string instruments</li> <li>• Audiate music</li> </ul>

**Formative Assessments**

- Informal Assessments (observations)
- Singing Games
- Accuracy of singing
- Accuracy of performance on instruments
- Accuracy of movement to music

**Summative Assessments**

- Beat, pitch, and movement assessed via rubric
- Recorder playing assessed via a rubric
- Music Staff assessed via a written assessment

**Alternative Assessments**

- choice of music
- choice board of activities

**Benchmark Assessments**

- pre/mid/post assessments
- Student Growth Objective

**Modifications****IEP:**

Assist students one-on-one when necessary.

Pair student with another who is capable of assisting

Allow extra time to complete tasks

Limit choices

Modify amount of work

Provide outlines and skeleton notes

**504:**

Extended time for completing tasks

Accommodations to physical requirements

Allow for movement and use multiple modalities while teaching

**At-risk:**

Extended time for completing tasks

Pair student with another who is capable of assisting

Questions read aloud

Limit choices

Modify amount of work

Provide outlines and skeleton notes

**ELL:**

Pair verbal with visual

Allow / encourage use of Google Translator

**Gifted & Talented:**

Provide choice whenever possible

Allow students to determine and/or develop a learning sequence

**Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- First Steps in Music by John Feierabend
- Conversational Solfege by John Feierabend

- Instruments & props (rhythm sticks, egg shakers, maracas, scarves, bean bags, stuffed animals, hand drums, boomwhackers, tone bells, triangles, recorders, etc.)
- Keyboard
- iTunes/CDs/YouTube
- Smart Board projector
- Staff Practice: Staff boards, bingo chips, bean bags, large staff
- Instrument posters

<b>General Music 3-5 Curriculum</b>	
<b>Grade 4</b>	
<b>Content Area: General Music 3-5</b>	
<b>Course Title:</b> General Music 4	<b>Grade Level:</b> 4
<b>Fourth Grade Music</b>	<b>1 Year (20 – 22 lessons)</b>

**Music Curriculum**  
**Grade 4**

## Unit Overview

**Content Area:** General Music 3-5

**Unit Title:** Fourth Grade Music

**Target Course/Grade Level:** 4

### Unit Summary

Students will build upon concepts learned the previous year. They will learn:

- previous notation ideas, as well as introduce 16th notes
- recorder (review from previous year; target notes C, F, C', D'; target song - Twinkle Twinkle Little Star)
- Treble clef staff (C4-G5)
- General music instruments and props
- Ear training and listening skills
- folk dancing (circles, square dances)
- Proper singing technique
- Partner songs and Rounds
- Solo and group performances (with and without instruments)
- Solfege with appropriate hand signals (Do, Re, Mi, Sol, La)
- Patriotic music
- Instrument families (focus on percussion)

These concepts will be taught using a variety of methods including, but not limited to singing games, dancing activities, listening activities, use of instruments, and group singing.

“Conversational Solfege - Levels 1 and 2” by John Feierabend will be utilized. Songs/music used will be chosen from a variety of traditional, patriotic, multicultural, holiday, American, Classical, and Jazz selections.

## Learning Targets

### Content 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 in 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 in 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 in dance, music, theatre, and visual art.

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Anchor Standard 2:** Organize and develop artistic ideas and work. Musicians' creative choices are influenced by their expertise, context, and expressive intent.



**Anchor Standard 3:** Refine and complete artistic work. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation. □ Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Anchor Standard 6:** Convey meaning through the presentation of artistic work. □ Musicians judge performance based on criteria that vary across time, place, and cultures.

**Anchor Standard 8:** Interpret intent and meaning in artistic work. □ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Anchor Standard 9:** Apply criteria to evaluate artistic work. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.2.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.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.
<b>Interdisciplinary Connections</b>	

SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
<b>21<sup>st</sup> Century Life and Careers</b>	
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CRP	CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.
<b>Technology Integration</b>	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What is the staff and its components?</li> <li>● What are the note names of the treble clef staff?</li> <li>● How is rhythm used in music?</li> <li>● How can I use rhythm patterns in music?</li> <li>● How is solfege used in music?</li> <li>● How do I properly play the recorder?</li> <li>● What do the recorder notes look like on the staff?</li> <li>● What are the percussion instruments?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● We can perform in a group or solo, up to 3 or 4 parts</li> <li>● Music has rhythms grouped in 2 and 3</li> <li>● We can use rhythms to create music</li> <li>● There is purposeful movement to music</li> <li>● There are families of instruments, particularly the percussion family</li> <li>● We can play songs on the recorder</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● The musical staff in treble clef</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Identify note names on the treble clef staff</li> <li>● Maintain a steady beat on their person or instrument</li> </ul>

<ul style="list-style-type: none"> <li>● A variety of singing games and traditional songs</li> <li>● How to match pitch</li> <li>● Proper technique for singing</li> <li>● Proper technique for playing the recorder</li> <li>● How to sing a variety of simple songs</li> <li>● How to dance alone and with others</li> <li>● How to speak, read, and write rhythms in duple (quarter, 8th, quarter rest, 16th notes) and triple (dotted quarter, 8th notes, and combinations thereof)</li> <li>● How to sing, read, and write melodic patterns using Do, Re, Mi, Sol, and La</li> <li>● The proper technique for playing a variety of instruments</li> <li>● The percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>● Match pitch to a song or phrase</li> <li>● Perform using solfege syllables (Do, Re, Mi, and Sol)</li> <li>● Perform in group and solo setting, up to 3 or 4 parts</li> <li>● Move purposefully to music, solo and in a group</li> <li>● Speak, read, and notate rhythms in duple and triple</li> <li>● Identify the percussion instruments</li> <li>● Audiate music</li> </ul>
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<b>Music Curriculum Grades 3-5 Evidence of Learning</b>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Informal Assessments (observations)</li> <li>● Singing Games</li> <li>● Accuracy of singing</li> </ul>	<ul style="list-style-type: none"> <li>● Accuracy of performance on instruments</li> <li>● Accuracy of movement to music</li> </ul>
<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Beat, pitch, and movement assessed via rubric</li> <li>● Recorder playing assessed via a rubric</li> <li>● Music Staff assessed via a written assessment</li> </ul>	
<b>Alternative Assessments</b>	
<ul style="list-style-type: none"> <li>● choice of music</li> <li>● choice board of activities</li> </ul>	
<b>Benchmark Assessments</b>	
<ul style="list-style-type: none"> <li>● pre/mid/post assessments</li> <li>● Student Growth Objective</li> </ul>	
<b>Modifications</b>	
<b>IEP:</b>	
Assist students one-on-one when necessary.	
Pair student with another who is capable of assisting	
Allow extra time to complete tasks	
Limit choices	
Modify amount of work	
Provide outlines and skeleton notes	
<b>504:</b>	

Extended time for completing tasks  
Accommodations to physical requirements  
Allow for movement and use multiple modalities while teaching

**At-risk:**

Extended time for completing tasks  
Pair student with another who is capable of assisting  
Questions read aloud  
Limit choices  
Modify amount of work  
Provide outlines and skeleton notes

**ELL:**

Pair verbal with visual  
Allow / encourage use of Google Translator

**Gifted & Talented:**

Provide choice whenever possible  
Allow students to determine and/or develop a learning sequence

**Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- First Steps in Music by John Feierabend
- Conversational Solfege by John Feierabend
- Instruments & props (rhythm sticks, egg shakers, maracas, scarves, bean bags, stuffed animals, hand drums, boomwhackers, tone bells, triangles, recorders, etc.)
- Keyboard
- iTunes/CDs/YouTube
- Smart Board projector
- Staff Practice: Staff boards, bingo chips, bean bags, large staff
- Instrument posters

**General Music 3-5 Curriculum  
Grade 5**

**Content Area: General Music 3-5**

**Course Title:** General Music 5

**Grade Level: 5**

**Fifth Grade Music**

**1 Year (20 – 22 lessons)**

**Music Curriculum  
Grade 5  
Unit Overview**

**Content Area:** General Music 3-5

**Unit Title:** Fifth Grade Music - American Music

**Target Course/Grade Level:** 5

**Unit Summary**

Students will build upon concepts learned the previous year. Music takes a shift in focus during middle school. They will learn:

- previous notation ideas, as well as introduce syncopation
- Treble clef staff (C4-G5)
- General music instruments and props
- Ear training and listening skills
- Critiquing and reacting to music via written responses
- Proper singing technique
- Partner songs and Rounds
- Solo and group performances (with and without instruments)
- Ragtime, Blues, and Jazz music
- Scatting
- Composing music utilizing various elements from different genres

These concepts will be taught using a variety of methods including, but not limited to singing games, dancing activities, listening activities, use of instruments, and group singing.

“Conversational Solfege - Levels 1 and 2” by John Feierabend will be utilized. Articles and videos from various sources will be used as well. Songs/music used will be chosen from a variety of traditional,

patriotic, multicultural, holiday, American, Classical, and Jazz selections. Ragtime, Blues, and Jazz music receive a special focus this year.

### Learning Targets

#### Content 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 in 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 in 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 in dance, music, theatre, and visual art.

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work. The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

**Anchor Standard 2:** Organize and develop artistic ideas and work. Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Anchor Standard 3:** Refine and complete artistic work. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation. □ Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Anchor Standard 6:** Convey meaning through the presentation of artistic work. □ Musicians judge performance based on criteria that vary across time, place, and cultures.

**Anchor Standard 8:** Interpret intent and meaning in artistic work. □ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Anchor Standard 9:** Apply criteria to evaluate artistic work. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

CPI #	Cumulative Progress Indicator (CPI)
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.2.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.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.
<b>Interdisciplinary Connections</b>	
SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

<b>21<sup>st</sup> Century Life and Careers</b>	
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP	CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.
<b>Technology Integration</b>	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How is rhythm used in music</li> <li>● What is ragtime music? Who are the people involved?</li> <li>● What is Blues music? Who are the people involved?</li> <li>● What is jazz music? Who are the people involved?</li> <li>● How can I respond to music?</li> <li>● What are chords and how do I use them?</li> <li>● What is scatting?</li> <li>● How do I compose music using syncopation?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● Music has rhythms grouped in 2 and 3</li> <li>● We can use rhythms and various techniques to create music</li> <li>● American music has progressed from ragtime music to what it is today</li> <li>● We can respond to music in a formal way</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● The musical staff in treble clef</li> <li>● A variety of singing games and traditional songs</li> <li>● How to sing a variety of simple songs</li> <li>● How to dance alone and with others</li> <li>● How to speak, read, and write rhythms in duple and triple</li> <li>● The proper technique for playing a variety of instruments</li> <li>● The history and characteristics of American music, as well as the people involved</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Identify note names on the treble clef staff</li> <li>● Maintain a steady beat on their person or instrument</li> <li>● Perform in group and solo setting, up to 3 or 4 parts</li> <li>● Move purposefully to music, solo and in a group</li> <li>● Improvise using scatting techniques</li> <li>● Speak, read, and notate rhythms in duple and triple</li> <li>● Compose a short piece of music fitting a particular genre</li> <li>● Critique and respond critically to music</li> </ul>



**Grades 3-5  
Evidence of Learning**

**Formative Assessments**

- Informal Assessments (observations)
- Accuracy of singing
- Accuracy of performance on instruments
- Accuracy of movement to music

**Summative Assessments**

- Beat, pitch, and movement assessed via rubric
- Compositions assessed via rubric
- Written assessments on knowledge of American music

**Alternative Assessments**

- choice of music
- choice board of activities

**Benchmark Assessments**

- pre/mid/post assessments
- Student Growth Objective

**Modifications**

**IEP:**

Assist students one-on-one when necessary.

Pair student with another who is capable of assisting

Allow extra time to complete tasks

Limit choices

Modify amount of work

Provide outlines and skeleton notes

**504:**

Extended time for completing tasks

Accommodations to physical requirements

Allow for movement and use multiple modalities while teaching

**At-risk:**

Extended time for completing tasks

Pair student with another who is capable of assisting

Questions read aloud

Limit choices

Modify amount of work

Provide outlines and skeleton notes

**ELL:**

Pair verbal with visual

Allow / encourage use of Google Translator

**Gifted & Talented:**

Provide choice whenever possible

Allow students to determine and/or develop a learning sequence

**Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- First Steps in Music by John Feierabend
- Conversational Solfege by John Feierabend

- Instruments & props (rhythm sticks, egg shakers, maracas, scarves, bean bags, stuffed animals, hand drums, boomwhackers, tone bells, triangles, etc.)
- Keyboard
- iTunes/CDs/YouTube
- Smart Board projector
- Worksheets: Staff notation, time signatures, Stravinsky, Copland, Listening maps , Danse Macabre
- Staff Practice: Staff boards, bingo chips, bean bags, large staff, staff darts activity
- Instrument posters / Selected visuals for specific songs and activities