



MUSIC GRADES 3-5 CURRICULUM

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Born: August 2022

Music 3-5

I. Introduction/Overview/Philosophy

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. This course adheres to The New Jersey Student Learning Standards – Visual and Performing Arts which are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others.

All lessons in this course will follow the NJSLS that allow students to CREATE by:

- Imagining
- Planning and Making
- Evaluating and Refining

All lessons in this course will follow the NJSLS that allow students to PERFORM by:

- Selecting, Analyzing, and Interpreting
- Rehearsing, Evaluating and Refining

- Presenting

All lessons in this course will follow the NJSLS that allow students to RESPOND by:

- Selecting and Analyzing
- Evaluating
- Interpreting

All lessons in this course will follow the NJSLS that allow students to CONNECT by:

- Interconnecting

Music is a subject that touches every aspect of life and learning. The purpose of Grade 3 music class is to help children develop an understanding of music through acquisition of age-appropriate musical knowledge and skill. This is accomplished through performing, creating, and responding to music. Students in this age group learn primarily by doing. Students experience music through singing, playing instruments, moving to music, and creating music. Listening to, analyzing, and evaluating music are also important building blocks of musical learning. Further, to participate fully in a diverse, global society, students are required to understand their own historical and cultural heritage as well as those of others from within and beyond their local communities.

II. Objectives

Course Outline: Vocal and Instrumental

- Skills
 - Students will demonstrate an age appropriate understanding of music concepts and elements (melody, rhythm, timbre, dynamics, and form).
- Content
 - Students will learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
 - Students will examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
 - Students will examine and discuss various musical styles.
- Skills
 - Students will demonstrate an understanding of music as an essential aspect of history and human experience.

- Content
 - Students will sing, listen to, and describe music representative of a variety of world cultures and historical periods.
 - Students will listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
 - Students will examine how music is used in the home, school, and community.

- Skills
 - Students will demonstrate the ability to perform music.

- Content
 - Students will develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
 - Students will develop appropriate behavior both as performers and audience in a concert.
 - Students will experiment with musical sound by creating their own music on age-appropriate musical instruments.
 - Students will create music in response to selected mood and atmosphere.

- Skills
 - Students will demonstrate the ability to perceive music aesthetically and make appropriate artistic judgments.

- Content
 - Students will use a single word to verbalize how selected music “makes me feel.”
 - Students will use musical vocabulary when discussing musical characteristics as they relate to the listener’s feelings and preferences.
 - Students will discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
 - Students will realize and appreciate the value of a critique.
 - Students will develop enjoyment through listening to, singing, and performing music.
 - Students will develop personal preference and opinions about various music styles.
 - Students will develop respect for their own music and music of their classmates.
 - Students will express their feelings and individuality both verbally and musically.

Student Outcomes: Vocal and Instrumental

After successfully completing this course, the student will be able to:

- use a single word to verbalize how selected music “makes me feel.”
- use musical vocabulary when discussing musical characteristics as they relate to the listener’s feelings and preferences.
- discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
- realize and appreciate the value of a critique.
- develop enjoyment through listening to, singing, and performing music.
- develop personal preference and opinions about various music styles.
- develop respect for their own music and music of their classmates.
- express their feelings and individuality both verbally and musically.
- develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
- develop appropriate behavior both as performers and audience in a concert.
- experiment with musical sound by creating their own music on age-appropriate musical instruments.
- create music in response to selected mood and atmosphere.
- listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
- examine how music is used in the home, school, and community.
- learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
- examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
- examine and discuss various musical styles.

Career Readiness, Life Literacies, and Key Skills Practices

CRLKSP 1 Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

III. Proficiency Levels

The course is designed for all students in Grade 3. Students are expected to build upon previous musical knowledge and skills, and develop an appreciation of music through various styles and cultures.

IV. Methods of Assessment

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
 - Singing in Unison and Harmony
 - Playing Instruments
 - Participation in Various In-class Performance Activities
 - Participation in Various Performance Activities

VII. Resources

Texts/Supplemental Reading/References

Supplemental Readings/Materials

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| <ul style="list-style-type: none">• Supplemental readings and/or materials must be relevant and appropriate and related to the course content. Any supplemental readings/materials will be used with teacher discretion and/or supervisor/administrator approval.• Teacher selected materials• Various accompaniments• Various videos about songs and cultures• Internet Resources• Use of technology will conform to the New Jersey Student Learning Standards. |
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Mandates

Classroom instruction and activities will include, where appropriate, activities on climate change. The New Jersey Student Learning Standards (NJSLS) are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Where possible, activities are infused to foster an interdisciplinary approach to climate change education that is evidence-based, action-oriented and inclusive.

Classroom instruction and activities will include, where appropriate, activities on Asian American and Pacific Islander Education. As per, P.L.2021, c.416, the instruction will include inclusive materials that portray the cultural diversity of Asian Americans and Pacific Islanders. Classroom instruction and activities will include, where appropriate, curricula on diversity and inclusion. As per 18A:35-4.36a (2021), the instruction shall:

- apply to grades Kindergarten through 12
- highlight and promote diversity
- examine the impact that unconscious bias and economic disparities have
- encourage safe, welcoming, and inclusive environments for all students

The following websites may also be used to infuse activities into diversity and inclusion into lessons. They are current as of the publication/approval of this document.

Diversity and Inclusion

- <https://www.learningforjustice.org/>
- <https://www.scholastic.com/teachers/lesson-plans/teaching-content/multiculturalism-and-diversity/>
- <https://diversebooks.org>
- <https://newsela.com/>

Individuals with Disabilities

- <https://newsela.com/>
- <https://www.disabilitymuseum.org/dhm/index.html>
- <https://americanhistory.si.edu/disabilityrights/welcome.html>
- <https://getintoit.specialolympics.org/educators/>

Interdisciplinary Connections Mandated by the NJDOE

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) <ul style="list-style-type: none">• The Building Blocks of Music	LGBT and Individuals with Disabilities (N.J.S.A. 18A:35-4.35.6) <ul style="list-style-type: none">• This mandate is only for Middle and High Schools.
Climate Change Education (NJSLS) <ul style="list-style-type: none">• N/A	Asian American and Pacific Islander Education (S4021/S3764/P.L.2021, c.416) <ul style="list-style-type: none">• History and Analysis of World Music

VIII. Suggested Activities

- Echo singing
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music

IX. Methodologies

Career Readiness, Life Literacies, and Key Skills Mission: Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet challenges and opportunities in an interconnected global economy.

Vision: An education in career readiness, life literacies and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success
- Uses effective communication and collaboration skills and resources to interact with a global society
- Possesses financial literacy and responsibility at home and in the broader community

- Plans, executes, and alters career goals in response to changing societal and economic conditions
- Seeks to attain skill and content mastery to achieve success in a chosen career path

Career Readiness, Life Literacies, and Key Skills are intended to:

- Promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills
- Foster greater coherence and appropriate progressions across grade bands
- Establish meaning connections among the major areas of study
- Prioritize the important ideas and core processes that are central and have lasting value beyond the classroom
- Reflect the habits of mind central to Career Readiness, Life Literacies, and Key skills that lead to post-secondary success

A wide variety of methodologies in this course will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated while paying special attention to the skills. Codes refer to the 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills.

- Cooperative learning groups CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Differentiated instruction methods CRLKSP2, CRLKSP6, CRLKSP8
- Workshop approach CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Individual assignments CRLKSP2, CRLKSP4
- Whole class instruction CRLKSP2, CRLKSP4
- Small group instruction CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Technology-aided instruction CRLKSP2, CRLKSP4, CRLKSP8
- Peer-to-peer instruction CRLKSP1, CRLKSP4, CRLKSP9

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline demands varied access any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts - Compare Poems to Lyrics - RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms

such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress
- Presentation and exploration of related career possibilities
- Working in teams to create group based learning activities and projects
- Application of skills learned in class to project based activities

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk and Students with 504 Plans)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XIII. Curriculum Map/Pacing Guide Grade 3

Unit Topic Grade 3, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments

<p>Knowledge and Comprehension: The Basic Building Blocks of Music</p> <p>1. Rules and Regulations of the Music Room</p> <ul style="list-style-type: none"> • Music classroom safety • Musical instrument and materials safety • Develop respect for all created music - D&I Mandate <p>2. Rhythm</p> <ul style="list-style-type: none"> • Review rhythmic learning from grade 2 • Introduce whole note • Read and perform dotted rhythms • Read and perform 16th notes • Introduce 2/4 meter <p>3. Melodic Elements</p> <ul style="list-style-type: none"> • Review melodic learning from grade 2 • Read, sing and sign the major scale in a single octave • Read, sing and sign low sol • Read, sing and sign low la • Introduce melodic shape <p>4. Musical Literacy and Note Reading</p> <ul style="list-style-type: none"> • Introduce letter names for notes on the staff • Identify and apply repeat signs, coda and introduction • Introduce symbols for 4/4 and 3/4 • Practice reading treble clef 	<p>13 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Peer mentoring on problems • Differentiated teacher feedback on assignments • Visual aids projected on the SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Use of visual and multi-sensory formats • Modification of content and student products • Pre-teaching vocabulary and concepts • Visual learning, including graphic organizers • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Word walls • Cooperative learning groups <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material for 	<p>NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • In class instrumental performance tests • Teacher assessment of student progress • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Playing the notes B, A and G on classroom instruments – in class performance assessment • Playing 16th notes and dotted rhythms – in class performance assessment • Identifying different classroom instruments – quiz • Name the notes - quiz
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<p>5. Expressive Elements and Timbre</p> <ul style="list-style-type: none"> Review dynamics and tempo Review duple vs. triple meter Conduct in 4/4 and 2/4 Introduce dynamic terms Review terms “conductor” and “ensemble” <p>6. Instrumental Playing</p> <ul style="list-style-type: none"> Introduce the different families of instruments and the different classroom instruments. Introduce instrument notes B, A and G <p>7. History and Culture</p> <ul style="list-style-type: none"> Discuss Opera <p>8. Music Technology</p> <ul style="list-style-type: none"> Introduction to Music technology Explore technology in large groups, small groups and individually 		<p>independent study</p> <ul style="list-style-type: none"> Tiered assignments Enhanced expectations for independent study Elevated questioning techniques Adjusting the pace of lessons Inquiry-based instruction Independent study 	<p>CRLKSP 7 CRLKSP 8 CRLKSP 9</p>	
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Unit Topic Grade 3, Unit 2	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Analysis and Synthesis: Diving Deeper into Music	14 weeks	<i>For Support:</i> <ul style="list-style-type: none"> Peer mentoring on problems 	NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a	<i>Formative Assessment:</i> What it is and describe it.

<p>1. Rhythm</p> <ul style="list-style-type: none"> Reinforce rhythmic reading Introduce 6/8 meter Sixteenth/eighth note rhythm patterns Sixteenth/eighth rests <p>2. Melodic Elements</p> <ul style="list-style-type: none"> Read, sing and sign high do Read, sing and sign high re Read, sing and sign low ti <p>3. Musical Literacy and Note Reading</p> <ul style="list-style-type: none"> Continue to practice reading treble clef <p>4. Expressive Elements and Timbre</p> <ul style="list-style-type: none"> Introduce tempo markings Phrasing Style Conduct in $\frac{3}{4}$ Prepare songs for performance 		<ul style="list-style-type: none"> Differentiated teacher feedback on assignments Visual aids projected on the SMARTboard Re-teaching and review Exemplars of varied performance levels Use of visual and multi-sensory formats Modification of content and student products Pre-teaching vocabulary and concepts Visual learning, including graphic organizers Teacher modeling Pairing students with beginning English language skills with students who have more advanced English language skills Word walls Cooperative learning groups <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Supplemental reading material for independent study 	<p>1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a</p> <p>8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 CRLKSPs CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p>	<ul style="list-style-type: none"> In class instrumental performance tests Teacher assessment of student progress Class participation Singing, alone and with others, in unison and harmony Playing instruments, alone and with others Participation in various in-class performance activities <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Playing B, A, G, E and D on classroom instruments – in class performance test Playing sixteenth and eighth note and rest patterns – in class performance test Playing/singing in 6/8 meter – in class performance test Participation in school concert Identify the notes of the treble clef - quiz
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<ul style="list-style-type: none"> • Review performance and audience behavior • Introduce articulation • Introduce harmony <p>5. Instrumental Playing</p> <ul style="list-style-type: none"> • Classroom instruments notes E and D <p>6. Form</p> <ul style="list-style-type: none"> • Introduce AB and ABA form <p>7. Music Technology</p> <ul style="list-style-type: none"> • Begin to use technology to create music in large groups, small groups and individually. • Found sounds 		<ul style="list-style-type: none"> • Tiered assignments • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting the pace of lessons • Inquiry-based instruction • Independent study 		
<p>Unit Topic Grade 3, Unit 3</p>	<p>Time Allocated</p>	<p>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students</p>	<p>Standards</p>	<p>Assessments</p>

<p>Analysis and Synthesis: Diving Deeper into Music</p> <p>1. Rhythmic and Melodic Elements</p> <ul style="list-style-type: none"> • Read, sign and sing in two octaves • Introduce Bass Clef • Reinforce reading and playing/singing of rhythmic and melodic patterns • Use rhythm and melodic patterns use to create and perform compositions for the classroom instruments • Use rhythm and melodic patterns used to improvise with the different classroom instruments <p>2. Expressive Elements and Timbre</p> <ul style="list-style-type: none"> • Review and apply elements and concepts learned 	<p>13 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Peer mentoring on problems • Differentiated teacher feedback on assignments • Visual aids projected on the SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Use of visual and multi-sensory formats • Modification of content and student products • Pre-teaching vocabulary and concepts • Visual learning, including graphic organizers • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced 	<p>NJSLS: Music</p> <p>1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a</p> <p>8.1 & 8.2 Standards</p> <p>8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4</p> <p>9.2 & 9.4 Standards</p> <p>9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • In class instrumental performance tests • Teacher assessment of student progress • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Create original compositions using technology – in class project • Create original compositions using in class instruments – in class performance assessment • Improvise using melodic and rhythmic patterns learned both with voice and classroom instruments – in class performance assessment • Identify the musical instruments – worksheet/quiz • Listen to and identify music from various time periods - in class activity • Identify composers – worksheet/quiz
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<p>3. Instrumental Playing</p> <ul style="list-style-type: none"> • Use rhythm and melodic patterns use to create and perform compositions for the various classroom instruments • Use rhythm and melodic patterns used to improvise with varied classroom instruments <p>4. Musical Instruments</p> <ul style="list-style-type: none"> • Review instruments of the orchestra • Review instruments of the concert band <p>5. History and Culture</p> <ul style="list-style-type: none"> • Listen to and identify music from various time periods - D&I Mandate, AAPI Mandate <p>6. Composers</p> <ul style="list-style-type: none"> • Beethoven • Mozart 		<p>English language skills</p> <ul style="list-style-type: none"> • Word walls • Cooperative learning groups <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material for independent study • Tiered assignments • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting the pace of lessons • Inquiry-based instruction • Independent study 	<p><i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p>	
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<ul style="list-style-type: none"> • Bach <p>7. Music Technology</p> <ul style="list-style-type: none"> • Use music technology to create individual piece of music 				
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Grade 4

Course Outline: Vocal

- Melody
 - Identify and imitate melodic patterns and like and unlike phrases, as well as melodies whose notation leap, skip or repeat.
- Harmony
 - Identify the use of unison or harmony both visually and aurally, distinguish between major and minor chords and melodies, and distinguish between different textures while listening to, and reading musical notation.
- Rhythm
 - Discern meters in two, three, or four in notation, or while listening to music. Understand time signatures and their function.
- Artistic Impact
 - Use of appropriate dynamic levels (loud/soft), tempos (speed), phrasing, breathing, tone production, and performance etiquette in assorted performance opportunities.
- Technology
 - Students will have access to computers, the Internet, CD's, and other technologies to accompany lessons as deemed appropriate.

Student Outcomes: Vocal

After successfully completing this course, the student will be able to:

- identify and imitate melodic patterns and like and unlike phrases, as well as melodies whose notation leap, skip or repeat.
- identify the use of unison or harmony both visually and aurally, distinguish between major and minor chords and melodies, and distinguish between different textures while listening to, and reading musical notation.
- discern meters in two, three, or four in notation, or while listening to music. Understand time signatures and their function.
- use of appropriate dynamic levels (loud/soft), tempos (speed), phrasing, breathing, tone production, and
- use computers, the Internet, CD's, and other technologies to accompany lessons as deemed appropriate.

Course Outline: Instrumental

- **Elements of Music**
 - Music theory symbols: knowledge of music notation, signs and symbols
 - Pitch: understanding and hearing different sounds in given musical passages and exercises
 - Listening: recognition of various pieces of classical music when listening to a recording or live performance
 - Technique: developing necessary physical and neuro-muscular patterns needed for technical proficiency on instrument
- **Music Theory and Musical Notation**
 - Tempo markings: understanding tempo markings in interpreting the speed in exercises and pieces
 - Note recognition: knowledge of note values and note names in the individual clefs
 - Meter: determining proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
 - Dynamics: knowledge of common markings used in music to show degrees of volume (p = soft, and f = loud)
 - Fundamental terminology and symbols: recognition of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)
- **Tone and Sound Production**
 - Embouchure: developing an understanding of correct embouchure and mouth position
 - Fingering: mastering correct fingerings to accurately produce various pitches

- Unique characteristic sound: developing the proper sound specific to each instrument
 - Posture:
 - Developing whole body posture to correctly support the diaphragm and breath control
 - Correct holding of instrument to produce proper sound
 - Intonation: developing ability to play in tune individually and as part of an ensemble
 - Auditory discrimination: distinguishing between pitches in listening or playing exercises
 - Articulation: developing tonguing and slurring techniques in given exercises or pieces
- **Performance**
 - Individual: playing solo pieces on instrument
 - Ensemble: properly blending with other musicians in unison or harmony
 - Large Group: performing appropriate repertoire in beginning, intermediate, or advanced band
 - Developing ability to follow cues of conductor
- **Repertoire**
 - Scales: understanding basic scale structure and playing scales appropriate to student's level
 - Exercises: developing rudimental note patterns in various key signatures and meters
 - Sight reading: observing, analyzing and playing various passages suitable to individual playing levels
 - Pieces:
 - Developing a playing list of musical selections appropriate to the individuals' music level
 - Reading for rhythm and melody
 - Style: performing music from diverse styles and cultures with expression appropriate for the work being performed
- **Rhythm**
 - Beat: experiencing the pulse of a piece through listening and playing
 - Time Signatures: counting in varied time signatures orally and while playing
 - Tempo: changing tempo as written in given examples
 - Patterns & Sequences: distinguishing different patterns and sequences while listening and playing

Student Outcomes: Instrumental

After successfully completing this course, the student will be able to:

- understand music notation, signs and symbols
- understand pitch and different sounds in given musical passages and exercises
- recognize various pieces of classical music when listening to a recording or live performance
- develop necessary physical and neuro-muscular patterns needed for technical proficiency on instrument
- understand understanding tempo markings in interpreting the speed in exercises and pieces
- comprehend note values and note names in the individual clefs
- determine proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
- understand common markings used in music to show degrees of volume (p = soft, and f = loud)
- recognize symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)
- develop an understanding of correct embouchure and mouth position
- master correct fingerings to accurately produce various pitches
- develop the proper sound specific to each instrument
- develop whole body posture to correctly support the diaphragm and breath control
- develop correct holding of instrument to produce proper sound
- develop ability to play in tune individually and as part of an ensemble
- distinguish between pitches in listening or playing exercises
- develop tonguing and slurring techniques in given exercises or pieces
- play solo pieces on instrument
- blend with other musicians in unison or harmony
- perform appropriate repertoire in beginning, intermediate, or advanced band
- develop ability to follow cues of conductor
- understand basic scale structure and playing scales appropriate to student's level
- develop rudimental note patterns in various key signatures and meters
- observe, analyze and play various passages suitable to individual playing levels
- develop a playing list of musical selections appropriate to the individuals' music level
- read for rhythm and melody
- perform music from diverse styles and cultures with expression appropriate for the work being performed
- experience the pulse of a piece through listening and playing
- count in varied time signatures orally and while playing
- change tempo as written in given examples
- distinguish different patterns and sequences while listening and playing

Curriculum Map/Pacing Guide Grade 4

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit Name</p> <ul style="list-style-type: none"> • Singing <ul style="list-style-type: none"> • Materials +Songs from text book, Teacher made song/ lyric sheets, White board projections, video clips of live performances, audio clips of songs from the internet, sheet music for classroom use • Objectives + Students will develop vocal skills, an appreciation of singing, age appropriate singing habits, the ability to sing in harmony and to sing rounds. • Music Theory <i>Students will learn to identify and use treble clef, time signatures, identify, read and create their own rhythms</i> 	<p>Number of weeks</p> <p>Singing is done both as an individual lesson and routinely to enhance other units of study.</p> <p>Theory concepts are taught both as separate lessons as well as part of other units of study.</p> <p>Time allocated is approx. 1-2 classes per holiday</p> <p>Classical Music and Music of Great Artists is taught both as separate lessons as well as part</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of peer tutors • Use of classroom buddies <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allowing students to perform a solo for the class • Sharing video clips of classmates outside performances or recitals to the class <p><i>For Support:</i></p>	<p>NJSLS:</p> <p>Music</p> <p>1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a</p> <p>8.1 & 8.2</p> <p><i>Standards</i></p> <p>8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4</p> <p>9.2 & 9.4</p> <p><i>Standards</i></p> <p>9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others • Written homework – Listening worksheets (a critique) from relevant video clips asking students to evaluate tempo, rhythm, volume and instrumentation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Classroom discussion of assorted performances with regard to the core elements of music. • Students giving a respectful

<p><i>with whole, half, quarter, eighth, sixteenth notes. Students will be able to read notes written on the treble clef.</i></p> <ul style="list-style-type: none"> • Materials Teacher made manipulatives, assorted worksheets, video clips, audio clips, music games, flash cards, • Objectives Students will be able to read and play rhythms with combinations of notes. Students will name the notes in treble clef and find them on a tuned instrument. • Cultural Connections Students learn about holidays and traditions of other cultures as well as hearing, seeing and singing music and instruments of other cultures. <p>+Sept/Oct – Hispanic Heritage, Nov – Veterans Day, Thanksgiving, Dec – Christmas, Hanukkah, Kwanzaa, Jan/Feb – Asian New Year, Feb – Black History, March – Music in Our</p>	<p>of other units of study.</p>	<ul style="list-style-type: none"> • Use of classroom aides when available • Use of peer tutors • Use of classroom buddies <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Use of band or chorus students as class assistants • Use of students who study music privately as class assistants <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of classroom buddies • Allow students to share their family traditions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allow students to bring in music or instruments of their culture/holiday to perform for the class <p><i>For Support:</i></p>	<p>9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9 NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1</p>	<p>critique of assorted performances.</p> <ul style="list-style-type: none"> • Demonstrating the use of appropriate musical terminology. <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others • Written classwork – complete measure using assorted notes and rests • Students will create a percussion composition <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Classroom performances of student work • Students giving a respectful critique of assorted performances. • Demonstrating the use of appropriate musical terminology. <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class
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<p>Schools Month April – Jazz Month, May – Memorial Day, June – summer and camp songs - D&I Mandate, AAPI Mandate</p> <ul style="list-style-type: none"> • Materials +Song sheets of multi-cultural songs, photos of world instruments, world instrument bingo, student made murals, world instruments played live in class, video and audio clips, student sharing of personal experiences ^a Objectives Students will be exposed to and develop a respect for music, instruments and traditions of other cultures and genres (styles) of music • Classical Music <i>Students are exposed to the Classical music such as, but not limited to:</i> Camille Saint-Saens, John Phillip Sousa, Bach, Beethoven, Mozart, Prokofiev • Materials • Video clips of artists performing music of the masters 		<ul style="list-style-type: none"> • Use of classroom aides when available • Posting video clips for students to view on Google Classroom <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allow students to bring in music or instruments to perform for the class • Post alternate, age appropriate performances by alternative artists 	<p>9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLLKSPs</i> CRLLKSP 3 CRLLKSP 4 CRLLKSP 5 CRLLKSP 7 CRLLKSP 8 CRLLKSP 9 NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3</p>	<p>either alone or with others</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Demonstrating the use of appropriate musical terminology. <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Demonstrating the use of appropriate musical terminology.
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<ul style="list-style-type: none"> • Audio clips of assorted artists performing • Video & audio clips of music of the masters performed in non –traditional ways. • Video clips of cartoons using music of the masters • Instruments and sheet music to perform simplified, age appropriate versions of great works <p style="margin-left: 40px;">^a Objectives</p> <p>Students will begin to understand Classical music can be appreciated by all age groups and is still performed today in assorted media forms</p>			8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9 NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2	
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Curriculum Map/Pacing Guide- Instrumental Grade 4

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments

<p>Sight-Reading</p> <ul style="list-style-type: none"> • Working to improve student sight-reading ability. • Materials: Instrument, Music Stand, Method Books, Smart Music, Music First, White Board, Music. • Objective of Unit: To improve student sight-reading ability. 	<p>10 sessions through the school year.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Visual Aides • Teacher Modeling • Use of visual and multi-sensory format <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> •Flexible grouping •Adjusting pace of the lesson. •Independent study 	<p>NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a Since this is an instrumental course, students are also working to master Music Ensembles Standards that will become part of the curriculum beginning in Grade 7. 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5</p>	<p><i>Formative Assessment:</i> Individual Playing</p> <p><i>Summative Assessment:</i> Individual Playing</p>
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			9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
Performance Preparation <ul style="list-style-type: none"> • Preparation for the two concerts during the school year. • Materials: Instrument, Music Stand, Method Books, Smart Music, Music First, White Board, Concert Music. • Objective of Unit: To learn and master the concert music at an appropriate grade level. 	40 sessions throughout the school year.	<i>For Support:</i> <ul style="list-style-type: none"> • Visual Aides • Teacher Modeling • Use of visual and multi-sensory format <i>For Enhancement:</i> <ul style="list-style-type: none"> • Flexible grouping • Adjusting pace of the lesson. • Independent study 	NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a Since this is an instrumental course, students are also working to master Music Ensembles Standards that will become part of the curriculum beginning in Grade 7. 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Individual Playing • Group Playing • Group Performance • Student Participation in Band • Student Participation in School Activities and Concerts <i>Summative Assessment:</i> Group Performance

			8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
Scale Studies <ul style="list-style-type: none"> • Learning Major and Minor Scales • Materials: Instrument, Music Stand, Method Books, Smart Music, Music First, White Board, Music. • Objective of Unit: To learn the scales that our concert music is based upon. 	10 sessions through the school year	<i>For Support:</i> <ul style="list-style-type: none"> • Visual Aides • Teacher Modeling • Use of visual and multi-sensory format <i>For Enhancement:</i> <ul style="list-style-type: none"> • Flexible grouping • Adjusting pace of the lesson. • Independent study 	NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a	<i>Formative Assessment:</i> Scale Test <i>Summative Assessment:</i> Individual performance Scale Test

			<p>Since this is an instrumental course, students are also working to master Music Ensembles Standards that will become part of the curriculum beginning in Grade 7.</p> <p><i>8.1 & 8.2 Standards</i></p> <p>8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4</p> <p><i>9.2 & 9.4 Standards</i></p> <p>9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5</p> <p><i>CRLKSPs</i></p> <p>CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p>	
<p>Rhythm Study</p> <ul style="list-style-type: none"> • Learning and understanding more complex rhythms 	<p>10 sessions throughout the school year</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Visual Aides • Teacher Modeling 	<p>NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b</p>	<p><i>Formative Assessment:</i></p> <p>Rhythm Test</p>

<ul style="list-style-type: none"> • Materials: Instrument, Music Stand, Method Books, Smart Music, Music First, White Board, Music. • Objective of Unit: To learn and understand rhythms that appear in grade level music. 		<ul style="list-style-type: none"> • Use of visual and multi-sensory format <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Flexible grouping • Adjusting pace of the lesson. • Independent study 	1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a Since this is an instrumental course, students are also working to master Music Ensembles Standards that will become part of the curriculum beginning in Grade 7. <i>8.1 & 8.2 Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 <i>9.2 & 9.4 Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6	<p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Individual performance • Rhythm Test
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			9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
Parade Band <ul style="list-style-type: none"> Teaching the basics of participating in parade band. Materials: Instrument, Music Stand, Method Books, Smart Music, Music First, White Board, Music, Marching equipment Objective of Unit: To put together a parade band for the Memorial Day Parade 	4 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> Visual Aides Teacher Modeling Use of visual and multi-sensory format <i>For Enhancement:</i> <ul style="list-style-type: none"> Flexible grouping Adjusting pace of the lesson. Independent study 	NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a Since this is an instrumental course, students are also working to master Music Ensembles Standards that will become part of the curriculum beginning in Grade 7. 8.1 & 8.2 Standards 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4	<i>Formative Assessment:</i> Individual Playing Group Group Playing Group Performance Student Participation in Band Student Participation in School Activities and Concerts <i>Summative Assessment:</i> Group Performance

			<p>9.2 & 9.4 Standards</p> <p>9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5</p> <p><i>CRLKSPs</i></p> <p>CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p>	
<p>Ensembles</p> <ul style="list-style-type: none"> • Learning to participate in a small or large ensemble. • Materials: Instrument, Music Stand, Method Books, Smart Music, Music First, White Board, Music. • Objective of Unit: To create small and large ensembles that will perform at the two concerts during the school year. 	Entire School Year	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Visual Aides • Teacher Modeling • Use of visual and multi-sensory format <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Flexible grouping • Adjusting pace of the lesson. • Independent study 	<p>NJSLS:</p> <p>Music</p> <p>1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a</p> <p>Since this is an instrumental course, students are also working</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Individual Playing • Group Playing • Group Performance • Student Participation in Band • Student Participation in School Activities and Concerts <p><i>Summative Assessment:</i></p> <p>Group Performance</p>

			<p>to master Music Ensembles Standards that will become part of the curriculum beginning in Grade 7.</p> <p><i>8.1 & 8.2 Standards</i></p> <p>8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4</p> <p><i>9.2 & 9.4 Standards</i></p> <p>9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5</p> <p><i>CRLKSPs</i></p> <p>CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p>	
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Grade 5

Course Outline: Vocal Music

- Melody
 - Identify and imitate melodic patterns and like and unlike phrases, as well as melodies whose notation leap, skip or repeat.
- Harmony
 - Identify the use of unison or harmony both visually and aurally, distinguish between major and minor chords and melodies, and distinguish between different textures while listening to, and reading musical notation.
- Rhythm
 - Discern meters in two, three, or four in notation, or while listening to music. Understand time signatures and their function.
- Artistic Impact
 - Use of appropriate dynamic levels (loud/soft), tempos (speed), phrasing, breathing, tone production, and performance etiquette in assorted performance opportunities.
- Technology
 - Students will have access to computers, the Internet, CD's, and other technologies to accompany lessons as deemed appropriate.

Student Outcomes: Vocal Music

After successfully completing this course, the student will be able to:

- identify and imitate melodic patterns and like and unlike phrases, as well as melodies whose notation leap, skip or repeat.
- identify the use of unison or harmony both visually and aurally, distinguish between major and minor chords and melodies, and distinguish between different textures while listening to, and reading musical notation.
- discern meters in two, three, or four in notation, or while listening to music. Understand time signatures and their function.
- use of appropriate dynamic levels (loud/soft), tempos (speed), phrasing, breathing, tone production, and
- use computers, the Internet, CD's, and other technologies to accompany lessons as deemed appropriate.

Course Outline: Instrumental Music

- **Elements of Music**

- Music theory symbols: knowledge of music notation, signs and symbols
- Pitch: understanding and hearing different sounds in given musical passages and exercises
- Listening: recognition of various pieces of classical music when listening to a recording or live performance
- Technique: developing necessary physical and neuro-muscular patterns needed for technical proficiency on instrument

- **Music Theory and Musical Notation**

- Tempo markings: understanding tempo markings in interpreting the speed in exercises and pieces
- Note recognition: knowledge of note values and note names in the individual clefs
- Meter: determining proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
- Dynamics: knowledge of common markings used in music to show degrees of volume (p = soft, and f = loud)
- Fundamental terminology and symbols: recognition of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)

- **Tone and Sound Production**

- Embouchure: developing an understanding of correct embouchure and mouth position
- Fingering: mastering correct fingerings to accurately produce various pitches
- Unique characteristic sound: developing the proper sound specific to each instrument
- Posture:
 - Developing whole body posture to correctly support the diaphragm and breath control
 - Correct holding of instrument to produce proper sound
- Intonation: developing ability to play in tune individually and as part of an ensemble
- Auditory discrimination: distinguishing between pitches in listening or playing exercises
- Articulation: developing tonguing and slurring techniques in given exercises or pieces

- **Performance**

- Individual: playing solo pieces on instrument

- Ensemble: properly blending with other musicians in unison or harmony
- Large Group: performing appropriate repertoire in beginning, intermediate, or advanced band
- Developing ability to follow cues of conductor

- **Repertoire**
 - Scales: understanding basic scale structure and playing scales appropriate to student's level
 - Exercises: developing rudimental note patterns in various key signatures and meters
 - Sight reading: observing, analyzing and playing various passages suitable to individual playing levels
 - Pieces:
 - Developing a playing list of musical selections appropriate to the individuals' music level
 - Reading for rhythm and melody
 - Style: performing music from diverse styles and cultures with expression appropriate for the work being performed

- **Rhythm**
 - Beat: experiencing the pulse of a piece through listening and playing
 - Time Signatures: counting in varied time signatures orally and while playing
 - Tempo: changing tempo as written in given examples
 - Patterns & Sequences: distinguishing different patterns and sequences while listening and playing

Student Outcomes: Instrumental Music

After successfully completing this course, the student will be able to:

- understand music notation, signs and symbols
- understand pitch and different sounds in given musical passages and exercises
- recognize various pieces of classical music when listening to a recording or live performance
- develop necessary physical and neuro-muscular patterns needed for technical proficiency on instrument
- understand understanding tempo markings in interpreting the speed in exercises and pieces
- comprehend note values and note names in the individual clefs
- determine proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
- understand common markings used in music to show degrees of volume (p = soft, and f = loud)

- recognize symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)
- develop an understanding of correct embouchure and mouth position
- master correct fingerings to accurately produce various pitches
- develop the proper sound specific to each instrument
- develop whole body posture to correctly support the diaphragm and breath control
- develop correct holding of instrument to produce proper sound
- develop ability to play in tune individually and as part of an ensemble
- distinguish between pitches in listening or playing exercises
- develop tonguing and slurring techniques in given exercises or pieces
- play solo pieces on instrument
- blend with other musicians in unison or harmony
- perform appropriate repertoire in beginning, intermediate, or advanced band
- develop ability to follow cues of conductor
- understand basic scale structure and playing scales appropriate to student's level
- develop rudimental note patterns in various key signatures and meters
- observe, analyze and play various passages suitable to individual playing levels
- develop a playing list of musical selections appropriate to the individuals' music level
- read for rhythm and melody
- perform music from diverse styles and cultures with expression appropriate for the work being performed
- experience the pulse of a piece through listening and playing
- count in varied time signatures orally and while playing
- change tempo as written in given examples
- distinguish different patterns and sequences while listening and playing

Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments

<p>Unit Name Singing <i>Students will develop an appreciation of different styles and genres of music in assorted languages</i></p> <p>• Materials • Songs from text book, Teacher made song/ lyric sheets, White board projections, video clips of live performances, audio clips of songs from the internet, sheet music for classroom use</p> <p>^a Objectives Students will develop vocal skills, an appreciation of singing, age appropriate singing habits, the ability to sing in harmony and to sing rounds.</p> <p>• Students will sing scat • Students will create their own scat syllables.</p> <p>• Music Theory Students will learn to identify and use treble clef, time signatures, identify, read and create their own rhythms with whole, half, quarter, eighth, sixteenth notes. Students will be able to read notes written on the treble clef.</p> <p>• Materials</p>	<p>Number of weeks</p> <p>Singing is done both as an individual lesson and routinely to enhance other units of study. Theory concepts are taught both as separate lessons as well as part of other units of study. Time allocated is approx. 1-2 classes per holiday</p> <p>Classical Music and Music of Great Artists is taught both as separate lessons as well as part of other units of study.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of peer tutors • Use of classroom buddies <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allowing students to perform a solo for the class • Sharing video clips of classmates outside performances or recitals to the class <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of peer tutors • Use of classroom buddies <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Use of band or chorus students as class assistants • Use of students who study music 	<p>NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others • Written homework – Listening worksheets (a critique) from relevant video clips asking students to evaluate tempo, rhythm, volume and instrumentation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Classroom discussion of assorted performances with regard to the core elements of music. • Students giving a respectful critique of assorted performances. • Demonstrating the use of appropriate musical terminology. <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others
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<p>Teacher made manipulates, assorted worksheets, video clips, audio clips, music games, flash cards, piano keyboards</p> <p>^a Objectives Students will be able to read and play rhythms with combinations of notes. Students will name the notes in treble clef and find them on a tuned instrument. Students will be able to identify, create and play simple chords</p> <p>• Cultural Connections Students learn about holidays and traditions of other cultures as well as hearing, seeing and singing music and instruments of other cultures. +Sept/Oct – Hispanic Heritage, Nov – Veterans Day, Thanksgiving, Dec – Christmas, Hanukkah, Kwanzaa, Jan/Feb – Asian New Year, Feb – Black History, March – Music in Our Schools Month April – Jazz Month, May – Memorial Day, June – summer and camp songs, Underground Railroad, 12 Bar blues, Scat - D&I</p>		<p>privately as class assistants</p> <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of classroom buddies • Allow students to share their family traditions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allow students to bring in music or instruments of their culture/holiday to perform for the class <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Posting video clips for students to view on Google Classroom <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allow students to bring in music or instruments to perform for the class 	<p>CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p> <p>NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a</p> <p>8.1 & 8.2 Standards 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4</p> <p>9.2 & 9.4 Standards 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1</p>	<ul style="list-style-type: none"> • Written classwork – complete measure using assorted notes and rests • Students will create a percussion composition <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Classroom performances of student work • Students giving a respectful critique of assorted performances. • Demonstrating the use of appropriate musical terminology. • Teacher made paper assessments • Teacher made on-line assignments and assessments <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students will complete paper assessments • Students respond to questions pertaining to the content. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for
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<p>Mandate, AAPI Mandate</p> <p>• Materials +Song sheets of multi-cultural songs, photos of world instruments, world instrument bingo, student made murals, world instruments played live in class, video and audio clips, student sharing of personal experiences</p> <p>^a Objectives Students will be exposed to and develop a respect for music, instruments and traditions of other cultures and genres (styles) of music</p> <p>• Students will write a 12 bar blues</p> <p>• Classical/Program Music Students are exposed to the Classical music such as, but not limited to: Camille Saint-Saens, George Gershwin, Beethoven, Bach, Tchaikovsky</p> <p>• Materials</p> <p>• Video clips of artists performing music of the masters</p> <p>• Audio clips of assorted artists performing</p> <p>• Video & audio clips of music of the masters performed in non –traditional ways.</p>		<p>• Post alternate, age appropriate performances by alternative artists</p>	<p>9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5</p> <p><i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p> <p>NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a</p> <p><i>8.1 & 8.2 Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4</p> <p><i>9.2 & 9.4 Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5</p>	<p>their class either alone or with others</p> <p>• Students share their family experiences with the class</p> <p>• Students share musical instruments of their culture</p> <p><i>Formative Assessment:</i></p> <p>• Students performing for their class either alone or with others</p> <p>• Paper assessments</p> <p>• On-line assessments</p> <p><i>Summative Assessment:</i></p> <p>• Demonstrating the use of appropriate musical terminology.</p> <p>• Participating in classroom discussions</p>
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<ul style="list-style-type: none"> • Video clips of cartoons using music of the masters • Instruments and sheet music to perform simplified, age appropriate versions of great works <p>^a Objectives Students will begin to understand Classical music can be appreciated by all age groups and is still performed today in assorted media forms</p>			<p>9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9 NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a 1.3a.5.Cr2b 1.3a.5.Cr3a 1.3a.5.Cr3b 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.3a.5.Re7a 1.3a.5.Re7b 1.3a.5.Re8a 1.3a.5.Re9a 1.3a.5.Cn10a 1.3a.5.Cn11a <i>8.1 & 8.2</i> <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 <i>9.2 & 9.4</i> <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4</p>	
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