

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 ageappropriate 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 ageappropriate 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

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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

- 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.

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

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

Individuals with Disabilities

- <u>https://newsela.com/</u>
- 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-	LGBT and Individuals with Disabilities
4.36a)	(N.J.S.A. 18A:35-4.35.6)
• The Building Blocks of Music	• This mandate is only for Middle and High Schools.
Climate Change Education (NJSLS)	Asian American and Pacific Islander Education
	(S4021/S3764/P.L.2021, c.416)
• N/A	• 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 CRLLKSP1, CRLLKSP4, CRLLKSP5, CRLLKSP6, CRLLKSP8, CRLLKSP9
- Differentiated instruction methods CRLLKSP2, CRLLKSP6, CRLLKSP8
- Workshop approach CRLLKSP1, CRLLKSP4, CRLLKSP5, CRLLKSP6, CRLLKSP8, CRLLKSP9
- Individual assignments CRLLKSP2, CRLLKSP4
- Whole class instruction CRLLKSP2, CRLLKSP4
- Small group instruction CRLLKSP1, CRLLKSP4, CRLLKSP5, CRLLKSP6, CRLLKSP8, CRLLKSP9
- Technology-aided instruction CRLLKSP2, CRLLKSP4, CRLLKSP8
- Peer-to-peer instruction CRLLKSP1, CRLLKSP4, CRLLKSP9

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

Knowledge and	13	For Support:	NJSLS:	Formative Assessment:
Comprehension: The	weeks	I or support.	Music	i ormanive rissessment.
-	WEEKS	D	1.3a.5.Cr1a	Ţ
Basic Building Blocks		• Peer mentoring	1.3a.5.Cr2a	• In
of Music		on problems	1.3a.5.Cr2b	class instrumental perfor
1. Rules and		• Differentiated	1.3a.5.Cr3a	mance tests
Regulations of the		teacher	1.3a.5.Cr3b	• Teacher assessment of
Music Room		feedback on	1.3a.5.Pr4a	student progress
With the recommendation of the recent sector of the		assignments	1.3a.5.Pr4b	
		• Visual aids	1.3a.5.Pr4c	• Class participation
Music classroom safety		projected on the SMARTboard	1.3a.5.Pr4d	• Singing, alone and with
Musical instrument and			1.3a.5.Pr4e	others, in unison and
materials safety		• Re-teaching and review	1.3a.5.Pr5a	harmony
 Develop respect for all created music - D&I 		• Exemplars of	1.3a.5.Pr5b	• Playing instruments,
Mandate		varied	1.3a.5.Pr6a	alone and with others
Mandate		performance	1.3a.5.Pr6b	•Participation in various in-
		levels	1.3a.5.Re7a	-
2. Rhythm		• Use of visual	1.3a.5.Re7b	class performance
		and multi-	1.3a.5.Re8a	activities
• Review rhythmic learning		sensory formats	1.3a.5.Re9a 1.3a.5.Cn10a	
from grade 2		 Modification 	1.3a.5.Cn11a	Summative Assessment:
• Introduce whole note		of content and	8.1 & 8.2	
• Read and perform dotted		student	Standards	• Playing the notes B, A
rhythms		products	8.1.5.DA.1	and G on classroom
Read and perform		 Pre-teaching 	8.1.5.DA.2	
16 th notes		vocabulary and	8.1.5.DA.5	instruments – in class
• Introduce 2/4 meter		concepts	8.2.5.ED.2	performance assessment
		• Visual	8.2.5.ED.3	• Playing 16 th notes and
3. Melodic Elements		learning,	8.2.5.ITH.4	dotted rhythms – in class
		including	9.2 & 9.4	performance assessment
Review melodic learning		graphic	Standards	 Identifying different
from grade 2		organizers	9.2.5.CAP.1	
• Read, sing and sign the		Teacher	9.2.5.CAP.3	classroom instruments –
major scale in a single		modeling	9.2.5.CAP.4	quiz
octave		 Pairing 	9.4.5.CI.3	 Name the notes - quiz
• Read, sing and sign low		students with	9.4.5.CI.4	
sol		beginning	9.4.5.CT.2	
• Read, sing and sign low la		English	9.4.5.DC.1	
Introduce melodic shape		language skills	9.4.5.DC.2	
		with students	9.4.5.DC.3	
4. Musical Literacy and		who have more	9.4.5.DC.4 9.4.5.DC.5	
Note Reading		advanced	9.4.5.DC.6	
		English	9.4.5.GCA.1	
• Introduce letter names for		language skillsWord walls	9.4.5.IML.1	
notes on the staff			9.4.5.IML.2	
• Identify and apply repeat		Cooperative	9.4.5.IML.6	
signs, coda and		learning groups	9.4.5.TL.1	
introduction			9.4.5.TL.3	
• Introduce symbols for 4/4		For	9.4.5.TL.4	
and ³ ⁄4		Enhancement:	9.4.5.TL.5	
• Practice reading treble			CRLLKSPs	
clef		Supplemental	CRLLKSP 3	
		reading	CRLLKSP 4	
		material for	CRLLKSP 5	

 5. Expressive Element Timbre Review dynamics a tempo Review duple vs. tr meter Conduct in 4/4 and Introduce dynamic Review terms "conductor" and "ensemble" 6. Instrumental Playin Introduce the different families of instruments and the different classroot instruments. Introduce instrument s B, A and G 7. History and Culture Discuss Opera 8. Music Technology Introduction to Music technology Explore technology in large groups, small gr and individually 	and iple 2/4 terms g ant om t note e	 independent study Tiered assignments Enhanced expectations for independent study Elevated questioning techniques Adjusting the pace of lessons Inquiry-based instruction Independent study 		8
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	For Support:Peer mentoring on problems	NJSLS: Music 1.3a.5.Cr1a 1.3a.5.Cr2a	<i>Formative Assessment:</i> What it is and describe it.

1. Rhythm	• Differentiated	1.3a.5.Cr2b	
1. Kuyuuu	teacher	1.3a.5.Cr3a	• In
Reinforce	feedback on	1.3a.5.Cr3b	class instrumental perfor
rhythmic	assignments	1.3a.5.Pr4a	-
	 Visual aids 	1.3a.5.Pr4b	mance tests
reading	projected on	1.3a.5.Pr4c	• Teacher assessment of
• Introduce 6/8	the SMADThe and	1.3a.5.Pr4d 1.3a.5.Pr4e	student progress
meter	SMARTboardRe-teaching	1.3a.5.Pr5a	Class participation
• Sixteenth/eighth	 Re-teaching and review 	1.3a.5.Pr5b	• Singing, alone and with
note rhythm	 Exemplars of 	1.3a.5.Pr6a	others, in unison and
patterns	varied	1.3a.5.Pr6b	harmony
• Sixteenth/eighth	performance	1.3a.5.Re7a	• Playing instruments,
rests	levels	1.3a.5.Re7b	alone and with others
	• Use of visual	1.3a.5.Re8a	Participation in various
2. Melodic	and multi-	1.3a.5.Re9a 1.3a.5.Cn10a	in-class performance
Elements	sensory	1.3a.5.Cn11a	activities
	formatsModification	8.1 & 8.2	
• Read, sing and	• Modification of content and	Standards	Summative Assessment:
sign high do	student	8.1.5.DA.1	Sunthunve 1155essmenn.
<u> </u>	products	8.1.5.DA.2	Disving D. A. C. E. and D.
• Read, sing and	• Pre-teaching	8.1.5.DA.5	• Playing B, A, G. E and D
sign high re	vocabulary and	8.2.5.ED.2 8.2.5.ED.3	on classroom
• Read, sing and	concepts	8.2.5.ED.3 8.2.5.ITH.4	instruments – in class
sign low ti	• Visual	9.2 & 9.4	performance test
	learning,	Standards	• Playing sixteenth and
3. Musical	including graphic	9.2.5.CAP.1	eighth note and rest
Literacy and	organizers	9.2.5.CAP.3	patterns – in class
Note Reading	 Teacher 	9.2.5.CAP.4	performance test
	modeling	9.4.5.CI.3	• Playing/singing in 6/8
• Continue to	Pairing	9.4.5.CI.4	meter – in class
practice	students with	9.4.5.CT.2	performance test
reading treble	beginning	9.4.5.DC.1	• Participation in school
clef	English	9.4.5.DC.2 9.4.5.DC.3	concert
••••	language skills	9.4.5.DC.4	• Identify the notes of the
4. Expressive	with students who have	9.4.5.DC.5	treble clef - quiz
Elements and	more advanced	9.4.5.DC.6	deble eler quiz
	English	9.4.5.GCA.1	
Timbre	language skills	9.4.5.IML.1	
т. 1	Word walls	9.4.5.IML.2	
• Introduce	Cooperative	9.4.5.IML.6	
tempo	learning	9.4.5.TL.1 9.4.5.TL.3	
markings	groups	9.4.5.TL.4	
• Phrasing		9.4.5.TL.5	
• Style	For Enhancement:	CRLLKSPs	
• Conduct in $\frac{3}{4}$	a 1 1	CRLLKSP 3	
• Prepare songs	Supplemental	CRLLKSP 4	
for	reading material for independent	CRLLKSP 5	
performance	study	CRLLKSP 7	
г	Suuy	CRLLKSP 8 CRLLKSP 9	
		UKLLKSP 9	1

 Review performance and audience behavior Introduce articulation Introduce harmony 5. Instrumental Playing Classroom instruments notes E and D 		 Tiered assignments Enhanced expectations for independent study Elevated questioning techniques Adjusting the pace of lessons Inquiry-based instruction Independent study 		
6. Form				
• Introduce AB and ABA form				
7. Music Technology				
 Begin to use technology to create music in large groups, small groups and individually. Found sounds 				
Unit Topic Grade 3, Unit 3	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments

Analysis and	13 weeks	For Support.	NJSLS:	Formative Assessment:
Analysis and	15 weeks	For Support:		rormative Assessment:
Synthesis:		D	Music	T
Diving Deeper		• Peer	1.3a.5.Cr1a 1.3a.5.Cr2a	• In
into Music		mentoring on	1.3a.5.Cr2b	class instrumental performa
1. Rhythmic and		problems	1.3a.5.Cr3a	nce tests
Melodic		• Differentiated	1.3a.5.Cr3b	• Teacher assessment of
Elements		teacher	1.3a.5.Pr4a	student progress
		feedback on	1.3a.5.Pr4b	 Class participation
• Read, sign and		assignments	1.3a.5.Pr4c 1.3a.5.Pr4d	• Singing, alone and with
sing in two		 Visual aids 	1.3a.5.Pr4e	others, in unison and
octaves		projected on	1.3a.5.Pr5a	harmony
• Introduce Bass		the	1.3a.5.Pr5b	• Playing instruments, alone
Clef		SMARTboard	1.3a.5.Pr6a	and with others
Reinforce		• Re-teaching	1.3a.5.Pr6b	• Participation in various in-
reading and		and review	1.3a.5.Re7a	class performance activities
playing/singing		• Exemplars of	1.3a.5.Re7b 1.3a.5.Re8a	
of rhythmic		varied	1.3a.5.Re9a	Summative Assessment:
and melodic		performance	1.3a.5.Cn10a	
patterns		levels	1.3a.5.Cn11a	Create original
• Use rhythm		• Use of visual	8.1 & 8.2	compositions using
and melodic		and multi-	Standards	technology – in class project
patterns use to		sensory	8.1.5.DA.1	Create original
create and		formats	8.1.5.DA.2	compositions using in class
perform		Modification	8.1.5.DA.5 8.2.5.ED.2	instruments – in class
-		of content and	8.2.5.ED.2 8.2.5.ED.3	
compositions for		student	8.2.5.ITH.4	performance assessment
the classroom			9.2 & 9.4	• Improvise using melodic
instruments		products	Standards	and rhythmic patterns learned both with voice
		Pre-teaching	9.2.5.CAP.1	
• Use rhythm		vocabulary	9.2.5.CAP.3	and classroom instruments –
and melodic		and concepts	9.2.5.CAP.4	in class performance
patterns used		• Visual	9.4.5.CI.3	assessment
to improvise		learning,	9.4.5.CI.4 9.4.5.CT.2	• Identify the musical
with		including	9.4.5.DC.1	instruments –
the different		graphic	9.4.5.DC.2	worksheet/quiz
classroom		organizers	9.4.5.DC.3	• Listen to and identify music
instruments		• Teacher	9.4.5.DC.4	from various time periods -
		modeling	9.4.5.DC.5	in class activity
2. Expressive		Pairing	9.4.5.DC.6 9.4.5.GCA.1	• Identify composers –
Elements and		students with	9.4.5.IML.1	worksheet/quiz
Timbre		beginning	9.4.5.IML.2	
		English	9.4.5.IML.6	
• Review and		language skills	9.4.5.TL.1	
apply elements		with students	9.4.5.TL.3	
and concepts		who have more	9.4.5.TL.4 9.4.5.TL.5	
learned		advanced	2.1.3.11.3	
L				

2 In structure 1		CRLLKSPs	
3. Instrumental	English	CRLLKSPs CRLLKSP 3	
Playing	language skills	CRLLKSP 4	
	Word walls	CRLLKSP 5	
• Use rhythm	Cooperative	CRLLKSP 7	
and melodic	learning	CRLLKSP 8	
patterns use to	groups	CRLLKSP 9	
create and			
perform	For		
compositions	Enhancement:		
for the various	Linnancennenni		
classroom	• Supplemental		
instruments	reading		
	material for		
Use rhythm and maladia			
and melodic	independent		
patterns used	study		
to improvise	• Tiered		
with varied	assignments		
classroom	• Enhanced		
instruments	expectations		
	for		
4. Musical	independent		
Instruments	study		
	• Elevated		
Review	questioning		
instruments of	techniques		
the orchestra	• Adjusting the		
Review	pace of		
instruments of	lessons		
the concert	• Inquiry-based		
band	instruction		
ound	• Independent		
5. History and	study		
Culture	Study		
Culture			
. Liston to and			
• Listen to and			
identify music			
from various			
time periods -			
D&I Mandate,			
AAPI Mandate			
6. Composers			
• Beethoven			
• Mozart			

• Bach		
7. Music Technology		
• Use music technology to create individual piece of music		

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
Unit Name	Number of	For Support:	NJSLS:	Formative
Singing	weeks		Music	Assessment:
 Materials 	Singing is	• Use of	1.3a.5.Cr1a	• Students
+Songs from	done both as	classroom	1.3a.5.Cr2a 1.3a.5.Cr2b	performing for
text book, Teacher	an individual	aides when	1.3a.5.Cr3a	their class
made song/ lyric	lesson and	available	1.3a.5.Cr3b	either alone or
sheets, White board	routinely to	• Use of peer	1.3a.5.Pr4a	with others
projections, video	enhance	tutors	1.3a.5.Pr4b	• Written
clips of live	other units of	• Use of	1.3a.5.Pr4c 1.3a.5.Pr4d	homework –
performances, audio	study.	classroom	1.3a.5.Pr4e	Listening
clips of songs from	Theory	buddies	1.3a.5.Pr5a	worksheets (a
the internet, sheet	concepts are		1.3a.5.Pr5b	critique) from
music for classroom	taught both	For	1.3a.5.Pr6a	relevant video
use	as separate	Enhancement:	1.3a.5.Pr6b	clips asking
^a Objectives	lessons as		1.3a.5.Re7a 1.3a.5.Re7b	students to
+ Students will	well as part	 Allowing 	1.3a.5.Re8a	evaluate tempo,
develop vocal skills,	of other units	students to	1.3a.5.Re9a	rhythm, volume
an appreciation of	of study.	perform a solo	1.3a.5.Cn10a	and
singing, age	Time	for the class	1.3a.5.Cn11a	instrumentation
appropriate singing	allocated is	 Sharing video 	8.1 & 8.2 Standards	Summative
habits, the ability to	approx. 1-2	clips of	8.1.5.DA.1	Assessment:
sing in harmony and	classes per	classmates	8.1.5.DA.2	Classroom
to sing rounds.	holiday	outside	8.1.5.DA.5	discussion of
	Classical	performances	8.2.5.ED.2	assorted
Music Theory	Music and	or recitals to	8.2.5.ED.3 8.2.5.ITH.4	performances
Students will learn	Music of	the class	9.2 & 9.4	with regard to
to identify and use	Great Artists		Standards	the core
treble clef, time	is taught both	For Support:	9.2.5.CAP.1	elements of
signatures, identify,	as separate		9.2.5.CAP.3	music.
read and create	lessons as		9.2.5.CAP.4 9.4.5.CI.3	• Students giving
their own rhythms	well as part		9.4.5.CI.4	a respectful

with whole, half,	of other units		9.4.5.CT.2	critique of
quarter, eighth,	of study.	• Use of	9.4.5.DC.1	assorted
sixteenth notes.	of study.		9.4.5.DC.2	
		classroom aides	9.4.5.DC.3	performances.
Students will be		when available	9.4.5.DC.4	• Demonstrating
able to read notes		• Use of peer	9.4.5.DC.5	the use of
written on the treble		tutors	9.4.5.DC.6	appropriate
clef.		• Use of	9.4.5.GCA.1 9.4.5.IML.1	musical
 Materials 		classroom	9.4.5.IML.2	terminology.
Teacher made		buddies	9.4.5.IML.6	Formative
manipulates,			9.4.5.TL.1	Assessment:
assorted		For	9.4.5.TL.3	Students
worksheets, video		Enhancement:	9.4.5.TL.4	performing for
clips, audio clips,		• Use of band or	9.4.5.TL.5	their class
music games, flash		chorus students	CRLLKSPs	either alone or
cards,		as class assistants	CRLLKSP 3 CRLLKSP 4	with others
			CRLLKSP 4 CRLLKSP 5	• Written
^a Objectives		• Use of students	CRLLKSP 7	
Students will be		who study music	CRLLKSP 8	classwork –
able to read and		privately as class	CRLLKSP 9	complete
play rhythms with		assistants	NJSLS:	measure using
combinations of		For Support:	Music	assorted notes
notes. Students will			1.3a.5.Cr1a	and rests
name the notes in		• Use of	1.3a.5.Cr2a	• Students will
treble clef and find		classroom aides	1.3a.5.Cr2b	create a
them on a tuned		when available	1.3a.5.Cr3a	percussion
instrument.		• Use of	1.3a.5.Cr3b 1.3a.5.Pr4a	composition
Cultural		classroom	1.3a.5.Pr4b	Summative
Connections		buddies	1.3a.5.Pr4c	Assessment:
Students learn about		Allow students	1.3a.5.Pr4d	Classroom
holidays and		to share their	1.3a.5.Pr4e	performances of
traditions of other		family traditions	1.3a.5.Pr5a	student work
cultures as well as		family fractions	1.3a.5.Pr5b	Students giving
		E	1.3a.5.Pr6a 1.3a.5.Pr6b	
hearing, seeing and		For	1.3a.5.Re7a	a respectful
singing music and		Enhancement:	1.3a.5.Re7b	critique of
instruments of other		• Allow students	1.3a.5.Re8a	assorted
cultures.		to bring in	1.3a.5.Re9a	performances.
+Sept/Oct -		music or	1.3a.5.Cn10a	 Demonstrating
Hispanic Heritage,		instruments of	1.3a.5.Cn11a	the use of
Nov – Veterans		their	8.1 & 8.2 Standarda	appropriate
Day, Thanksgiving,		culture/holiday	Standards 8.1.5.DA.1	musical
Dec – Christmas,		to perform for	8.1.5.DA.1 8.1.5.DA.2	terminology.
Hanukkah,		the class	8.1.5.DA.5	Formative
Kwanzaa, Jan/Feb			8.2.5.ED.2	Assessment:
– Asian New Year,		For Support:	8.2.5.ED.3	• Students
Feb – Black		1 01 Support.	8.2.5.ITH.4	performing for
History, March –			9.2 & 9.4	their class
Music in Our			Standards	
			9.2.5.CAP.1	1

Schools Month			9.2.5.CAP.3	either alone or
April – Jazz Month,	LISE	e of classroom	9.2.5.CAP.4	with others
÷ .		es when	9.4.5.CI.3	Summative
May – Memorial		ilable	9.4.5.CI.4	
Day, June –	ava	liable	9.4.5.CT.2	Assessment:
summer and camp			9.4.5.DC.1	• Demonstrating
songs - D&I		sting video	9.4.5.DC.2 9.4.5.DC.3	the use of
Mandate, AAPI		ps for	9.4.5.DC.4	appropriate
Mandate		idents to view	9.4.5.DC.5	musical
 Materials 		Google	9.4.5.DC.6	terminology.
+Song sheets of	Cla	assroom	9.4.5.GCA.1	Formative
multi-cultural			9.4.5.IML.1	Assessment:
songs, photos of	For		9.4.5.IML.2	• Students
world instruments,	Enh	ancement:	9.4.5.IML.6 9.4.5.TL.1	performing for
world instrument	• A	llow students	9.4.5.TL.3	their class either
bingo, student made	to	bring in	9.4.5.TL.4	alone or with
murals, world		usic or	9.4.5.TL.5	others
instruments played		struments to	CRLLKSPs	Summative
live in class, video		erform for the	CRLLKSP 3	Assessment:
and audio clips,	-	ass	CRLLKSP 4 CRLLKSP 5	 Demonstrating
student sharing of	-	ost alternate,	CRLLKSP 5 CRLLKSP 7	the use of
personal		ge appropriate	CRLLKSP 8	appropriate
experiences		erformances	CRLLKSP 9	musical
^a Objectives	-	y alternative	NJSLS:	terminology.
Students will be		tists	Music	terminology.
exposed to and	a	11515	1.3a.5.Cr1a	
-			1.3a.5.Cr2a	
develop a respect			1.3a.5.Cr2b	
for music, instruments and			1.3a.5.Cr3a	
			1.3a.5.Cr3b	
traditions of other			1.3a.5.Pr4a	
cultures and genres			1.3a.5.Pr4b	
(styles) of music			1.3a.5.Pr4c 1.3a.5.Pr4d	
Classical Music			1.3a.5.Pr4e	
Students are			1.3a.5.Pr5a	
exposed to the			1.3a.5.Pr5b	
Classical music			1.3a.5.Pr6a	
such as, but not			1.3a.5.Pr6b	
<i>limited to:</i> Camille			1.3a.5.Re7a 1.3a.5.Re7b	
Saint-Saens, John			1.3a.5.Re8a	
Phillip Sousa, Bach,			1.3a.5.Re9a	
Beethoven, Mozart,			1.3a.5.Cn10a	
Prokofiev			1.3a.5.Cn11a	
 Materials 			8.1 & 8.2	
• Video clips of			Standards 8.1.5.DA.1	
artists performing			8.1.5.DA.1 8.1.5.DA.2	
music of the			8.1.5.DA.5	
masters			8.2.5.ED.2	
			8.2.5.ED.3	

 Audio clips of 	8.2.5.ITH.4
assorted artists	9.2 & 9.4 Similar da
performing	Standards 9.2.5.CAP.1
• Video & audio	9.2.5.CAP.3
clips of music of the	9.2.5.CAP.4
_	9.4.5.CI.3
masters performed	9.4.5.CI.4
in non –traditional	9.4.5.CT.2
ways.	9.4.5.DC.1
 Video clips of 	9.4.5.DC.2
cartoons using	9.4.5.DC.3
music of the	9.4.5.DC.4
masters	9.4.5.DC.5
Instruments and	9.4.5.DC.6
	9.4.5.GCA.1
sheet music to	9.4.5.IML.1
perform simplified,	9.4.5.IML.2
age appropriate	9.4.5.IML.6
versions of great	9.4.5.TL.1
works	9.4.5.TL.3
^a Objectives	9.4.5.TL.4
Students will begin	9.4.5.TL.5 CRLLKSPs
to understand	CRLLKSP 3
	CRLLKSP 4
Classical music can	CRLLKSP 5
be appreciated by	CRLLKSP 7
all age groups and	CRLLKSP 8
is still performed	CRLLKSP 9
today in assorted	NJSLS:
media forms	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
	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
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
9.4.5.TL.3
9.4.5.TL.4
9.4.5.TL.5
CRLLKSPs
CRLLKSP 3
CRLLKSP 4
CRLLKSP 5
CRLLKSP 7
CRLLKSP 8
CRLLKSP 9

Curriculum Map/Pacing Guide- Instrumental Grade 4

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

Sight-Reading	10 sessions	For Support:	NJSLS:	Formative
	through the		Music	Assessment:
• Working to improve	school year.	 Visual Aides 	1.3a.5.Cr1a	Individual
student sight-reading	senioor year.	Teacher	1.3a.5.Cr2a	Playing
.			1.3a.5.Cr2b	Taying
ability.		Modeling	1.3a.5.Cr3a	a i
• Materials: Instrument,		• Use of visual	1.3a.5.Cr3b	Summative
Music Stand, Method		and multi-	1.3a.5.Pr4a	Assessment:
Books, Smart Music,		sensory format	1.3a.5.Pr4b	Individual
Music First, White			1.3a.5.Pr4c	Playing
Board, Music.		For	1.3a.5.Pr4d	
• Objective of Unit: To		Enhancement:	1.3a.5.Pr4e	
improve student sight-		Ennancemenn.	1.3a.5.Pr5a 1.3a.5.Pr5b	
		Flowihle	1.3a.5.Pr6a	
reading ability.		•Flexible	1.3a.5.Pr6b	
		grouping	1.3a.5.Re7a	
		 Adjusting pace 	1.3a.5.Re7b	
		of the lesson.	1.3a.5.Re8a	
		 Independent 	1.3a.5.Re9a	
		study	1.3a.5.Cn10a	
		j	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	
			9.2 & 9.4 Standarda	
			Standards	
			9.2.5.CAP.1 9.2.5.CAP.3	
			9.2.5.CAP.5 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	

			0.45 DC (]
			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	
			CRLLKSPs	
			CRLLKSP 3	
			CRLLKSP 4	
			CRLLKSP 5	
			CRLLKSP 7	
			CRLLKSP 8	
			CRLLKSP 9	
Performance	40 sessions	For Support:	NJSLS:	Formative
Preparation	throughout		Music	Assessment:
•	the school	 Visual Aides 	1.3a.5.Cr1a	
• Preparation for the two		• Teacher	1.3a.5.Cr2a	 Individual
-	year.		1.3a.5.Cr2b	
concerts during the		Modeling	1.3a.5.Cr3a	Playing
school year.		 Use of visual 	1.3a.5.Cr3b	 Group Playing
• Materials: Instrument,		and multi-	1.3a.5.Pr4a	• Group
Music Stand, Method		sensory format	1.3a.5.Pr4b	Performance
Books, Smart Music,		sensory romae	1.3a.5.Pr4c	
		T	1.3a.5.Pr4d	• Student
Music First, White		For	1.3a.5.Pr4e	Participation
Board, Concert Music.		Enhancement:	1.3a.5.Pr5a	in Band
• Objective of Unit: To			1.3a.5.Pr5b	• Student
learn and master the		 Flexible 	1.3a.5.Pr6a	
concert music at an		grouping	1.3a.5.Pr6b	Participation
			1.3a.5.Re7a	in School
appropriate grade level.		 Adjusting pace 	1.3a.5.Re7b	Activities and
		of the lesson.	1.3a.5.Re8a	Concerts
		 Independent 	1.3a.5.Re9a	
		study	1.3a.5.Cn10a	Summative
		study	1.3a.5.Cn11a	
			Since this is an	Assessment:
			instrumental	Group
			course, students	Performance
			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	
L	1	1	5.1.5.1011.5	

	-	-		
			8.2.5.ED.2	
			8.2.5.ED.3	
			8.2.5.ITH.4	
			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.2 9.4.5.DC.3	
			9.4.5.DC.3 9.4.5.DC.4	
			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	
			CRLLKSPs	
			CRLLKSP 3	
			CRLLKSP 4	
			CRLLKSP 5	
			CRLLKSP 7	
			CRLLKSP 8	
			CRLLKSP 9	
Scale Studies	10 sessions	For Support:	NJSLS:	Formative
	through the		Music	Assessment:
• Learning Major and	school year	 Visual Aides 	1.3a.5.Cr1a	
Minor Scales	seneer year	 Teacher 	1.3a.5.Cr2a	Scale Test
			1.3a.5.Cr2b	Scale IESt
• Materials: Instrument,		Modeling	1.3a.5.Cr3a	
Music Stand, Method		• Use of visual	1.3a.5.Cr3b	Summative
Books, Smart Music,		and multi-	1.3a.5.Pr4a	Assessment:
Music First, White		sensory format	1.3a.5.Pr4b	
Board, Music.		sensory ronnat	1.3a.5.Pr4c	Individual
-		Г	1.3a.5.Pr4d	
• Objective of Unit: To		For	1.3a.5.Pr4e	performance
learn the scales that our		Enhancement:	1.3a.5.Pr5a	
concert music is based			1.3a.5.Pr5b	Scale Test
upon.		• Flexible	1.3a.5.Pr6a	
"Point			1.3a.5.Pr6b	
		grouping	1.3a.5.Re7a	
		 Adjusting pace 	1.3a.5.Re7b	
		of the lesson.	1.3a.5.Re8a	
		• Independent	1.3a.5.Re9a	
		study	1.3a.5.Cn10a	
		Study	1.3a.5.Cn11a	
	1		1.Ja.J.CIII1a	

understanding more	year	 Teacher 	1.3a.5.Cr2a	Rhythm Test
 Learning and 	the school	 Visual Aides 		
. Looming and	throughout	Vienal Aidaa	Music 1.3a.5.Cr1a	Assessment:
Rhythm Study		For Support:	Music	Assessment:
Phythm Study	10 sessions	For Support:	NJSLS:	Formative
			CRLLKSP 8 CRLLKSP 9	
			CRLLKSP 7	
			CRLLKSP 5	
			CRLLKSP 4	
			CRLLKSP 3	
			CRLLKSPs	
			9.4.5.TL.5	
			9.4.5.TL.4	
			9.4.5.TL.3	
			9.4.5.IML.6 9.4.5.TL.1	
			9.4.5.IML.2	
			9.4.5.IML.1	
			9.4.5.GCA.1	
			9.4.5.DC.6	
			9.4.5.DC.5	
			9.4.5.DC.4	
			9.4.5.DC.3	
			9.4.5.DC.2	
			9.4.5.DC.1	
			9.4.5.CI.4 9.4.5.CT.2	
			9.4.5.CI.3	
			9.2.5.CAP.4	
			9.2.5.CAP.3	
			9.2.5.CAP.1	
			Standards	
			9.2 & 9.4	
			8.2.5.ITH.4	
			8.2.5.ED.3	
			8.2.5.ED.2	
			8.1.5.DA.5	
			8.1.5.DA.2	
			8.1.5.DA.1	
			Standards	
			8.1 & 8.2	
			Grade 7.	
			beginning in	
			curriculum	
			part of the	
			will become	
			Standards that	
			to master Music Ensembles	
			are also working to master Music	
			course, students	
			instrumental	
			Since this is an	

Matariala, Instrument	TI	se of visual	1.3a.5.Cr3a	C
• Materials: Instrument,			1.3a.5.Cr3b	Summative
Music Stand, Method		nd multi-	1.3a.5.Pr4a	Assessment:
Books, Smart Music,	se	ensory format	1.3a.5.Pr4b	
Music First, White			1.3a.5.Pr4c	 Individual
Board, Music.	For		1.3a.5.Pr4d	performance
• Objective of Unit: To		nhancement:	1.3a.5.Pr4e	• Rhythm Test
learn and understand		maneemeni.	1.3a.5.Pr5a	• Kilyuiiii Test
			1.3a.5.Pr5b	
rhythms that appear in		lexible	1.3a.5.Pr6a	
grade level music.		rouping	1.3a.5.Pr6b	
	• A	djusting pace	1.3a.5.Re7a	
	of	f the lesson.	1.3a.5.Re7b	
	• In	dependent	1.3a.5.Re8a	
		udy	1.3a.5.Re9a	
	50	uuy	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	
			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	[
			9.4.5.TL.3	
			9.4.5.TL.4	
			9.4.5.TL.5	
			CRLLKSPs	
			CRLLKSP 3	
			CRLLKSP 4	
			CRLLKSP 5	
			CRLLKSP 7	
			CRLLKSP 8	
			CRLLKSP 9	
Parade Band	4 Weeks	For Support:	NJSLS:	Formative
			Music	Assessment:
• Teaching the basics of		 Visual Aides 	1.3a.5.Cr1a	Individual
participating in parade		• Teacher	1.3a.5.Cr2a	Playing
band.		Modeling	1.3a.5.Cr2b	Group Playing
• Materials: Instrument,		• Use of visual	1.3a.5.Cr3a	Group
Music Stand, Method		and multi-	1.3a.5.Cr3b 1.3a.5.Pr4a	Performance
,			1.3a.5.Pr4b	Student
Books, Smart Music,		sensory format	1.3a.5.Pr4c	
Music First, White		_	1.3a.5.Pr4d	Participation in
Board, Music,		For	1.3a.5.Pr4e	Band
Marching equipment		Enhancement:	1.3a.5.Pr5a	Student
• Objective of Unit: To			1.3a.5.Pr5b	Participation in
put together a parade		• Flexible	1.3a.5.Pr6a	School
band for the Memorial		grouping	1.3a.5.Pr6b	Activities and
Day Parade		 Adjusting pace 	1.3a.5.Re7a	Concerts
Duy Fulue		of the lesson.	1.3a.5.Re7b	Summative
			1.3a.5.Re8a	
		• Independent	1.3a.5.Re9a	Assessment:
		study	1.3a.5.Cn10a 1.3a.5.Cn11a	Group
			Since this is an	Performance
			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.ED.3 8.2.5.ITH.4	
	1		0.2.3.11П.4	

 Ensembles 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	 For Support: Visual Aides Teacher Modeling Use of visual and multi- sensory format For Enhancement: Flexible grouping Adjusting pace of the lesson. Independent study 	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.DC.1 9.4.5.DC.2 9.4.5.DC.2 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.DC.6 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.3 9.4.5.TL.3 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLLKSP S</i> CRLLKSP 3 CRLLKSP 4 CRLLKSP 5 CRLLKSP 4 CRLLKSP 5 CRLLKSP 7 CRLLKSP 8 CRLLKSP 9 NJSLS: Music 1.3a.5.Cr3a 1.3a.5.Cr3a 1.3a.5.Cr3a 1.3a.5.Pr4a 1.3a.5.Pr4a 1.3a.5.Pr4a 1.3a.5.Pr4a 1.3a.5.Pr4a 1.3a.5.Pr5a 1.3a.5.Pr6a 1.3a.5.P	Formative Assessment: •Individual Playing •Group Playing •Group Playing •Group Playing •Group Performance •Student Participation in Band •Student Participation in School Activities and Concerts Summative Assessment: Group Performance
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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
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
9.4.5.TL.3
9.4.5.TL.4
9.4.5.TL.5
CRLLKSPs
CRLLKSP 3
CRLLKSP 4
CRLLKSP 5
CRLLKSP 7
CRLLKSP 8
CRLLKSP 9

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

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

Curriculum Map/Pacing Guide

Unit Name	Number of	For Support:	NJSLS:	Formative
Singing	weeks		Music	Assessment:
Students will develop		• Use of	1.3a.5.Cr1a	• Students
an appreciation of	Singing is	classroom aides	1.3a.5.Cr2a	performing for
different styles and	done both as	when available	1.3a.5.Cr2b	their class either
	an individual	• Use of peer	1.3a.5.Cr3a	alone or with
genres of music in		-	1.3a.5.Cr3b	
assorted languages	lesson and	tutors	1.3a.5.Pr4a 1.3a.5.Pr4b	others • Written
• Materials	routinely to	• Use of	1.3a.5.Pr4c	
•Songs from text	enhance	classroom	1.3a.5.Pr4d	homework –
book, Teacher made	other units	buddies	1.3a.5.Pr4e	Listening
song/ lyric sheets,	of study.		1.3a.5.Pr5a	worksheets (a
White board	Theory	For	1.3a.5.Pr5b	critique) from
projections, video	concepts are	Enhancement:	1.3a.5.Pr6a	relevant video
clips of live	taught both		1.3a.5.Pr6b	clips asking
performances, audio	as separate	 Allowing 	1.3a.5.Re7a 1.3a.5.Re7b	students to
clips of songs from	lessons as	students to	1.3a.5.Re8a	evaluate tempo,
the internet, sheet	well as part	perform a solo	1.3a.5.Re9a	rhythm, volume
music for classroom	of other	for the class	1.3a.5.Cn10a	and
use	units of	Sharing video	1.3a.5.Cn11a	instrumentation
^a Objectives	study.	clips of	8.1 & 8.2	Summative
Students will develop	Time	classmates	Standards	Assessment:
vocal skills, an	allocated is	outside	8.1.5.DA.1	Classroom
appreciation of	approx. 1-2	performances	8.1.5.DA.2	discussion of
singing, age	classes per	or recitals to	8.1.5.DA.5 8.2.5.ED.2	assorted
appropriate singing	holiday	the class	8.2.5.ED.3	performances
habits, the ability to	Classical	the class	8.2.5.ITH.4	with regard to the
sing in harmony and	Music and	Ean Summante	9.2 & 9.4	core elements of
to sing rounds.	Music of	For Support:	Standards	music.
-	Great Artists	IIf	9.2.5.CAP.1	
• Students will sing		• Use of	9.2.5.CAP.3	• Students giving
scatStudents will create	is taught both as	classroom	9.2.5.CAP.4	a respectful
		aides when	9.4.5.CI.3 9.4.5.CI.4	critique of
their own scat	separate	available	9.4.5.CT.2	assorted
syllables.	lessons as	• Use of peer	9.4.5.DC.1	performances.
Music Theory	well as part	tutors	9.4.5.DC.2	• Demonstrating
Students will learn to	of other	• Use of	9.4.5.DC.3	the use of
identify and use treble	units of	classroom	9.4.5.DC.4	appropriate
clef, time signatures,	study.	buddies	9.4.5.DC.5	musical
identify, read and			9.4.5.DC.6 9.4.5.GCA.1	terminology.
create their own		For	9.4.5.IML.1	Formative
rhythms with whole,		Enhancement:	9.4.5.IML.2	Assessment:
half, quarter, eighth,		• Use of band or	9.4.5.IML.6	• Students
sixteenth notes.		chorus students	9.4.5.TL.1	performing for
Students will be able		as class assistants	9.4.5.TL.3	their class either
to read notes written		• Use of students	9.4.5.TL.4	alone or with
on the treble clef.		who study music	9.4.5.TL.5 <i>CRLLKSPs</i>	others
Materials				
• Materials			CRLLKSP 3	

Teacher made	privately as class	CRLLKSP 4	• Written
	assistants	CRLLKSP 5	classwork –
manipulates, assorted worksheets, video	assistants	CRLLKSP 7	
		CRLLKSP 8	complete
clips, audio clips,		CRLLKSP 9	measure using
music games, flash	T G	NJSLS:	assorted notes
cards, piano	For Support:	Music	and rests
keyboards		1.3a.5.Cr1a	 Students will
^a Objectives	• Use of	1.3a.5.Cr2a	create a
Students will be able	classroom aides	1.3a.5.Cr2b 1.3a.5.Cr3a	percussion
to read and play	when available	1.3a.5.Cr3b	composition
rhythms with	• Use of	1.3a.5.Pr4a	Summative
combinations of	classroom	1.3a.5.Pr4b	Assessment:
notes. Students will	buddies	1.3a.5.Pr4c	Classroom
name the notes in	• Allow students	1.3a.5.Pr4d	performances of
treble clef and find	to share their	1.3a.5.Pr4e 1.3a.5.Pr5a	student work
them on a tuned	family	1.3a.5.Pr5b	 Students giving
instrument.	traditions	1.3a.5.Pr6a	a respectful
Students will be able		1.3a.5.Pr6b	critique of
to identify, create and	For	1.3a.5.Re7a	assorted
play simple chords	Enhancement:	1.3a.5.Re7b	performances.
• Cultural	 Allow students 	1.3a.5.Re8a 1.3a.5.Re9a	• Demonstrating
Connections	to bring in music	1.3a.5.Cn10a	the use of
Students learn about	or instruments of	1.3a.5.Cn11a	appropriate
holidays and	their	8.1 & 8.2	musical
traditions of other	culture/holiday to	Standards	terminology.
cultures as well as	perform for the	8.1.5.DA.1	• Teacher made
hearing, seeing and	class	8.1.5.DA.2	paper
singing music and	For Support:	8.1.5.DA.5	assessments
instruments of other		8.2.5.ED.2 8.2.5.ED.3	Teacher made
cultures.	• Use of	8.2.5.ITH.4	on-line
+Sept/Oct – Hispanic	• Ose of classroom aides	9.2 & 9.4	assignments and
1 1		Standards	J. J
Heritage, Nov – Veterans Day,	when available	9.2.5.CAP.1	assessments
		9.2.5.CAP.3	Formative
Thanksgiving, Dec –	Posting video	9.2.5.CAP.4	Assessment:
Christmas, Hanukkah,	clips for students	9.4.5.CI.3	• Students will
Kwanzaa, Jan/Feb –	to view on	9.4.5.CI.4	complete paper
Asian New Year, Feb	Google	9.4.5.CT.2 9.4.5.DC.1	assessments
– Black History,	Classroom	9.4.5.DC.1 9.4.5.DC.2	• Students
March – Music in Our		9.4.5.DC.3	respond to
Schools Month April	For	9.4.5.DC.4	questions
– Jazz Month, May –	Enhancement:	9.4.5.DC.5	pertaining to the
Memorial Day, June –	• Allow students	9.4.5.DC.6	content.
summer and camp	to bring in music	9.4.5.GCA.1 9.4.5.IML.1	Summative
songs, Underground	or instruments to	9.4.5.IML.1 9.4.5.IML.2	Assessment:
Railroad, 12 Bar	perform for the	9.4.5.IML.6	• Students
blues, Scat - D&I	class	9.4.5.TL.1	performing for

Mandate, AAPI	• Post alternate,	9.4.5.TL.3	their class either
Mandate	age appropriate	9.4.5.TL.4	alone or with
1) fulloute	performances by	9.4.5.TL.5	others
	alternative artists		• Students share
Materials		CRLLKSPs CRLLKSP 3	their family
+Song sheets of		CRLLKSP 5 CRLLKSP 4	experiences with
multi-cultural songs,		CRLLKSP 5	the class
photos of world		CRLLKSP 7	• Students share
instruments, world		CRLLKSP 8	musical
instrument bingo,		CRLLKSP 9	instruments of
student made murals,		NJSLS:	their culture
world instruments		Music	Formative
played live in class,		1.3a.5.Cr1a 1.3a.5.Cr2a	Assessment:
video and audio clips,		1.3a.5.Cr2b	• Students
student sharing of		1.3a.5.Cr3a	performing for
personal experiences		1.3a.5.Cr3b	their class either
^a Objectives		1.3a.5.Pr4a	alone or with
Students will be		1.3a.5.Pr4b 1.3a.5.Pr4c	others
exposed to and		1.3a.5.Pr4d	• Paper
develop a respect for		1.3a.5.Pr4e	assessments
music, instruments		1.3a.5.Pr5a	• On-line
and traditions of other		1.3a.5.Pr5b	assessments
cultures and genres		1.3a.5.Pr6a	Summative
(styles) of music		1.3a.5.Pr6b 1.3a.5.Re7a	Assessment:
• Students will write a		1.3a.5.Re7b	• Demonstrating
12 bar blues		1.3a.5.Re8a	the use of
Classical/Program		1.3a.5.Re9a	
Music		1.3a.5.Cn10a 1.3a.5.Cn11a	appropriate musical
Students are exposed		8.1 & 8.2	terminology.
to the Classical music		Standards	• Participating in
such as, but not		8.1.5.DA.1	classroom
limited to: Camille		8.1.5.DA.2	discussions
Saint-Saens, George		8.1.5.DA.5	uiscussions
Gershwin, Beethoven,		8.2.5.ED.2	
Bach, Tchaikovsky		8.2.5.ED.3 8.2.5.ITH.4	
• Materials		9.2 & 9.4	
• Video clips of artists		Standards	
performing music of		9.2.5.CAP.1	
the masters		9.2.5.CAP.3	
Audio clips of		9.2.5.CAP.4	
assorted artists		9.4.5.CI.3	
performing		9.4.5.CI.4	
Video & audio clips		9.4.5.CT.2 9.4.5.DC.1	
of music of the		9.4.5.DC.2	
masters performed in		9.4.5.DC.3	
non –traditional ways.		9.4.5.DC.4	
non – naunonai ways.	I	9.4.5.DC.5	

	0.45 DC (
• Video clips of	9.4.5.DC.6
cartoons using music	9.4.5.GCA.1 9.4.5.IML.1
of the masters	9.4.5.IML.2
 Instruments and 	9.4.5.IML.6
sheet music to	9.4.5.TL.1
perform simplified,	9.4.5.TL.3
age appropriate	9.4.5.TL.4
versions of great	
works	9.4.5.TL.5
^a Objectives	CRLLKSPs
Students will begin to	CRLLKSP 3 CRLLKSP 4
understand Classical	CRLLKSP 5
music can be	CRLLKSP 7
	CRLLKSP 8
appreciated by all age	CRLLKSP 9
groups and is still	NJSLS:
performed today in	Music
assorted media forms	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.5.1100 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
	Standards
	8.1.5.DA.1
	8.1.5.DA.2 8.1.5.DA.5
	8.1.5.DA.5 8.2.5.ED.2
	8.2.5.ED.3
	8.2.5.ITH.4
	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
9.4.5.TL.3
9.4.5.TL.4
9.4.5.TL.5
CRLLKSPs
CRLLKSP 3
CRLLKSP 4
CRLLKSP 5
CRLLKSP 7
CRLLKSP 8
CRLLKSP 9