

**Belvidere Cluster Wide
Music Curriculum
Grade 3
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3

Use a graphic organizer to organize information about problem or issue

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Music, Third Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **100 days**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation.

Essential Questions

How do you convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Partner and two-part singing
- Dance: Movement and improvisation to music
 - Jump Jim Joe
 - Singing Games Children Love
 - We've Got Lots in Common
 - Stodola Pompa
 - I Care About Being Me
 - Duke of York

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- Yankee Doodle
 - Introduction to the recorder
 - Introduction to playing position
 - Reading on the treble staff
 - BAG
 - quarter, half and whole notes and rests
 - Just B
 - Just A
 - Just G
 - A and B Blues
 - G and A Blues
 - Au Claire de la lune
 - Hot Cross Buns
 - Merrily We Roll Along

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Texts and Resources

- A Young Musician's Guide to the Recorder, Lauterbach
- Down in the Valley: More Great Singing Games for Children
- It's Recorder Time, pub. Alfred
- Jump Jim Joe: Great Singing Games for Children
- Music Connection series
- Music K-8 subscription
- Recorder Karate
- Rockin' Recorders: www.studiokay.com/recorder
- Singing Games Children Love, Vol. 1-4
- The Complete Recorder Resource Kit
- www.musictheory.net
- www.recorderdojo.com
- www.youtube.com recorder performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #2, Music, Third Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **January**
Length: **100 days (overlapping)**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation.

Essential Questions

How do you convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.
4. Create and perform movement sequences including various spatial levels, tempos, and spatial pathways using improvisation.

Instructional Activities

- Singing patriotic and folksongs
- Singing and moving to seasonal songs
- Partner and two-part singing
- Dance: Movement and improvisation to music
 - Jump Jim Joe
 - Singing Games Children Love

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- Duke of York
 - Yankee Doodle
 - Reading on the treble staff
 - BAGEC'D'F
 - quarter, half and whole notes and rests
 - eighth notes
 - It's Raining
 - Lucy Locket
 - Canon
 - Starlight
 - BAGE Blues
 - Shortnin' Bread
 - Trampin'
 - Doggie, Doggie
 - Old MacDonald
 - Go Tell Aunt Rhody

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Texts and Resources

- A Young Musician's Guide to the Recorder, Lauterbach
- Down in the Valley: More Great Singing Games for Children
- It's Recorder Time, pub. Alfred
- Jump Jim Joe: Great Singing Games for Children
- Music Connection series
- Music K-8 subscription
- Recorder Karate
- Rockin' Recorders: www.studiokay.com/recorder
- Singing Games Children Love, Vol. 1-4
- The Complete Recorder Resource Kit
- www.musictheory.net
- www.recorderdojo.com
- www.youtube.com recorder performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #3 Concert, Music, Third Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **Generic Time Periods**
Length: **40 days (overlapping)**
Status: **Published**

Enduring Understanding

The accurate reading of notation is essential to the performance of music.

Essential Questions

How do you convey a musical idea to someone else?

What is the difference between concert performance and classroom activities?

New Jersey Student Learning Standards

VPA.1.1.5.A.CS3 VPA.1.1.5.A.3	Musical and non-musical forms of sound can affect meaning in choreography and improvisation. Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1 VPA.1.1.5.B.CS2	Identify the elements of music in response to aural prompts and printed music notational systems. The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1 VPA.1.2.5.A.1 VPA.1.2.5.A.CS2 VPA.1.3.5.A.CS1	Art and culture reflect and affect each other. Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. Characteristic approaches to content, form, style, and design define art genres. Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.
VPA.1.3.5.A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
VPA.1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
VPA.1.3.5.A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
VPA.1.3.5.A.CS5	Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3 VPA.1.3.5.B.CS4	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1 VPA.1.4.5.B.1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making. Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2 VPA.1.4.5.B.2 VPA.1.4.5.B.CS3	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.4 VPA.1.4.5.B.CS5	Define technical proficiency, using the elements of the arts and principles of design. Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Partner and two-part singing
- Dance: Movement and improvisation to music
 - Jump Jim Joe
 - Singing Games Children Love
 - We've Got Lots in Common
 - Stodola Pompa
 - I Care About Being Me
 - Duke of York
 - Yankee Doodle
- Introduction to the recorder
- Introduction to playing position
- Reading on the treble staff
 - BAG
 - quarter, half and whole notes and rests
 - Just B
 - Just A
 - Just G
 - A and B Blues
 - G and A Blues
 - Au Claire de la lune
 - Hot Cross Buns
 - Merrily We Roll Along
- Concert music selected from
 - Music Connection
 - Music K-8
 - Music Express
 - seasonal octavos
 - Share the Music

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Texts and Resources

- **A Young Musician's Guide to the Recorder**, Lauterbach
- **Down in the Valley: More Great Singing Games for Children**
- **It's Recorder Time**, pub. Alfred
- **Jump Jim Joe: Great Singing Games for Children**
- **Music Connection series**
- **Music K-8 subscription**
- **Recorder Karate**
- **Rockin' Recorders: www.studiokay.com/recorder**
- **Share the Music**

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- Singing Games Children Love, Vol. 1-4
 - The Complete Recorder Resource Kit
 - www.musictheory.net
 - www.recorderdojo.com
 - www.youtube.com recorder performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder
- Demonstration of performance expectations

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

**Belvidere Cluster Wide
Music Curriculum
Grade 4
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3

Use a graphic organizer to organize information about problem or issue

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Music, Fourth Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **100 days (overlapping)**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation.

Essential Questions

How do you convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.
4. Utilize domain specific vocabulary.

Instructional Activities

- Singing patriotic and folksongs
- Partner and two-part singing
- Movement and improvisation to music
 - Jump Jim Joe selections
 - Down in the Valley selections
 - Singing Games Children Love
- Intermediate recorder skills

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- Reading on the treble staff
 - BAGEFC'D'DC
 - quarter, half and whole notes and rests
 - eighth notes and rests
 - Old MacDonald
 - Twinkle, Twinkle
 - Ode to Joy
 - Morning
 - Amazing Grace
 - Improvisation and composition on Orff instruments and non-pitched percussion
 - Why does Boo Scare You?
 - Duet Duo
 - Holiday music
 - World music selections from Music Express
 - Ear training activities and assessments
 - Solfege ear training activities and assessments
 - Concept songs and activities:
 - Not Gonna Let That Ruin My Day
 - Shekere
 - Hand Jive
 - Yodelling Song

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Texts and Resources

- A Young Musician's Guide to the Recorder, Lauterbach
- All-American Boomwhackers, Teresa Jennings
- Down in the Valley: More Great Singing Games for Children
- It's Recorder Time, pub. Alfred
- Jump Jim Joe: Great Singing Games for Children
- Let's Have a Musical Rhythm Band, Phoebe Diller
- Music Connection series
- Music K-8 subscription
- Note Name Match App
- Note Squish App
- Recorder Karate
- Rockin' Recorders: www.studiokay.com/recorder
- Singing Games Children Love, Vol. 1-4
- The Amazing Music Activities Book, Janet Vogt
- The Complete Recorder Resource Kit
- The Composers' Specials Teacher's Guide and 6 videotapes
- The Music Teacher's Almanac, Loretta Mitchell
- www.joytunes.com
- www.musictheory.net
- www.recorderdojo.com
- www.youtube.com recorder performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat

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- Playing assessments on recorder and/or Orff instruments

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #2, Music, Fourth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **January**
Length: **100 days**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation.

Essential Questions

How do you convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.
4. Utilize domain specific vocabulary
5. Demonstrate proficiency when singing in rounds, with a partner and two-part singing

Instructional Activities

- Singing patriotic and folksongs
- Rounds, partner and two-part singing
 - Pick a Little/Talk a Little
 - Good Night Ladies
- Movement and improvisation to music
 - Jump Jim Joe selections
 - Down in the Valley selections

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- Singing Games Children Love
 - Intermediate recorder skills
 - Reading on the treble staff
 - BAGEFC'D'DC
 - quarter, half and whole notes and rests
 - eighth notes and rests
 - Old MacDonald
 - Twinkle, Twinkle
 - Ode to Joy
 - Morning
 - Amazing Grace
 - Improvisation and composition on Orff instruments and non-pitched percussion
 - French Folk Song
 - Yankee Doodle
 - Bushels of Apples
 - Popping
 - Camptown Races
 - Oh, Susannah
 - William Tell
 - Will We Have More Winter?
 - Seasonal music
 - World music selections from Music Express and Music Connections
 - Ear training activities and assessments
 - Solfege ear training activities and assessments
 - Concept songs and activities:
 - La Cucaracha
 - MTA Song
 - Off to See the Wizard
 - Instrumental Families
 - Benjamin Britten's Young People's Guide to the Orchestra

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Science through acoustics, vibrations, and tone production

Texts and Resources

- A Young Musician's Guide to the Recorder, Lauterbach
- All-American Boomwhackers, Teresa Jennings
- Down in the Valley: More Great Singing Games for Children
- It's Recorder Time, pub. Alfred
- Jump Jim Joe: Great Singing Games for Children
- Let's Have a Musical Rhythm Band, Phoebe Diller
- Music Connection series
- Music K-8 subscription
- Note Name Match App
- Note Squish App
- Recorder Karate
- Rockin' Recorders: www.studiokay.com/recorder
- Singing Games Children Love, Vol. 1-4
- The Amazing Music Activities Book, Janet Vogt
- The Complete Recorder Resource Kit
- The Composers' Specials Teacher's Guide and 6 videotapes
- The Music Teacher's Almanac, Loretta Mitchell
- www.joytunes.com
- www.musictheory.net

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder and/or Orff instruments

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #3 Concert, Music, Fourth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **Generic Time Periods**
Length: **100 days (overlapping)**
Status: **Published**

Enduring Understanding

The accurate reading of notation is essential to the performance of music.

Essential Questions

How do you convey a musical idea to someone else?

What is the difference between concert performance and classroom activities?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, partner and two-part singing
 - Pick a Little/Talk a Little
 - Good Night Ladies
- Movement and improvisation to music
 - Jump Jim Joe selections
 - Down in the Valley selections
 - Singing Games Children Love
- Intermediate recorder skills
- Reading on the treble staff

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- BAGEFC'D'DC
 - quarter, half and whole notes and rests
 - eighth notes and rests
 - Old MacDonald
 - Twinkle, Twinkle
 - Ode to Joy
 - Morning
 - Amazing Grace
 - Improvisation and composition on Orff instruments and non-pitched percussion
 - French Folk Song
 - Yankee Doodle
 - Bushels of Apples
 - Popping
 - Camptown Races
 - Oh, Susannah
 - William Tell
 - Will We Have More Winter?
 - Seasonal music
 - World music selections from Music Express and Music Connections
 - Ear training activities and assessments
 - Solfege ear training activities and assessments
 - Concept songs and activities:
 - La Cucaracha
 - MTA Song
 - Off to See the Wizard
 - Instrumental Families
 - Benjamin Britten's Young People's Guide to the Orchestra
 - Concert music selected from
 - Music Connection
 - Music K-8
 - Music Express
 - seasonal octavos
 - Share the Music
 - Jingle Bell JukeBox
 - Jingle Bell JukeBox the Flip Side
 - At the Bandstand

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Science through acoustics, vibrations, and tone production

Texts and Resources

- A Young Musician's Guide to the Recorder, Lauterbach
- All-American Boomwhackers, Teresa Jennings
- Down in the Valley: More Great Singing Games for Children
- It's Recorder Time, pub. Alfred
- Jump Jim Joe: Great Singing Games for Children
- Let's Have a Musical Rhythm Band, Phoebe Diller
- Music Connection series
- Music K-8 subscription
- Note Name Match App
- Note Squish App

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- Recorder Karate
 - Rockin' Recorders: www.studiokay.com/recorder
 - Singing Games Children Love, Vol. 1-4
 - The Amazing Music Activities Book, Janet Vogt
 - The Complete Recorder Resource Kit
 - The Composers' Specials Teacher's Guide and 6 videotapes
 - The Music Teacher's Almanac, Loretta Mitchell
 - www.joytunes.com
 - www.musictheory.net
 - www.recorderdojo.com
 - www.youtube.com recorder performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder and/or Orff instruments
- Demonstration of performance expectations

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #4 Instrumental, Music, Fourth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **Generic Time Periods**
Length: **School year**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation and application to their instrument.

Essential Questions

How do you use an instrument to convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Learn care and maintenance of instruments and proper playing position.
3. Perform musical compositions.

Instructional Activities

Lesson book activities:

1. Embouchure and tone development through long tones
2. Fingering exercises
3. Care and maintenance of instruments
4. Proper playing position
5. Technical development

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Texts and Resources

- Accent on Achievement
- Best in Class
- Contest and festival selections
- Ed Sueta Band Method
- Essential Elements
- garage band app
- Grade 1 Band Literature
- n-tracktuner app
- Pops and classic Themes Band Scores
- readrhythm app
- Rubank
- Seasonal band
- Standard of Excellence
- www.audacity.com
- www.musictheory.net
- www.youtube.com recorder performance videos
- Yamaha Band Student

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo playing
- Small group playing
- Feeling the pulse of the music
- Playing assessments on chosen instrument

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #4, Music, First Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **April**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
VPA.1.3.2.A.CS2	The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.CS1	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

VPA.1.4.2.A.3

Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

VPA.1.4.2.A.4

Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

VPA.1.4.2.B.CS3

Contextual clues are embedded in works of art and provided insight into artistic intent.

VPA.1.4.2.B.3

Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.
5. Create and perform planned and improvised movement sequences with and without musical accompaniment.
6. Use the elements of dance to communicate meaning around a variety of themes.
7. Create an original dance including multiple movement sequences.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Music Literacy
 - Treble Clef flashcard game for assessment
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - Bobolinka
 - Alabama Gal
 - Head and Shoulders
 - It Rained a Mist
 - Ebenezer Sneezzer
 - Blue Bells
 - Charlie Over the Ocean
 - I've a Pair of Fishes
 - This Land is Your Land
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - This Old Man
 - Any Kind of Music

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- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Gallop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Listening maps from Music Express subscriptions
 - Flight of the Bumblebee

Interdisciplinary Connections

Language arts: Letter recognition

Social Studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

**Belvidere Cluster Wide
Music Curriculum
Grade 5
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3

Use a graphic organizer to organize information about problem or issue

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Music, Fifth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **September**
Length: **100 days (overlapping)**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation.

Essential Questions

How do you convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, Partner and two-part singing
- Movement and improvisation to music
 - Jump Jim Joe selections
 - Down in the Valley selections
 - Singing Games Children Love
- Advanced recorder skills
- Reading on the treble and bass staves
 - BAGEFC'D'DCB^bF[#]

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- quarter, half and whole notes and rests
 - eighth notes and rests
 - Dotted rhythms
 - Steps, leaps, and repeated tones
 - Improvisation and composition on Orff instruments and non-pitched percussion
 - Holiday music
 - World music selections from Music Express
 - Ear training activities and assessments
 - Complete and incomplete cadences
 - Solfege ear training activities and assessments
 - minor and major tonality
 - steps, leaps, and repeated tones
 - Rhythm games and activities
 - Notes and Cash
 - Concept songs and activities:
 - Think Positive
 - Fifty Nifty United States
 - The Cat Came Back, verse and refrain song form
 - Roll on Columbia

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Texts and Resources

- A Young Musician's Guide to the Recorder, Lauterbach
- All-American Boomwhackers, Teresa Jennings
- Boomwhackers
- Down in the Valley: More Great Singing Games for Children
- It's Recorder Time, pub. Alfred
- Jump Jim Joe: Great Singing Games for Children
- Let's Have a Musical Rhythm Band, Phoebe Diller
- Music Connection series
- Music K-8 subscription
- Note Name Match App
- Note Squish App
- Recorder Karate
- Rockin' Recorders: www.studiokay.com/recorder
- Singing Games Children Love, Vol. 1-4
- The Amazing Music Activities Book, Janet Vogt
- The Big Book of Music Games
- The Complete Recorder Resource Kit
- The Composers' Specials Teacher's Guide and 6 videotapes
- The Music Teacher's Almanac, Loretta Mitchell
- www.joytunes.com
- www.musictheory.net
- www.recorderdojo.com
- www.youtube.com recorder performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music

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- Improvising movement to the beat
 - Playing assessments on recorder and/or Orff instruments

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #2, Music, Fifth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **January**
Length: **100 days (overlapping)**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation.

Essential Questions

How do you convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.B.CS1	Complex scores may include compound meters and the grand staff.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups from complex notation using proper breathing and vocal technique.
3. Perform musical compositions from complex notation.
4. Explain the significance of individual artists' contributions throughout history.
5. Sing melodic and harmonizing parts, independently and in groups.
6. Improvise and score simple melodies.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, Partner and two-part singing

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- Composing in Theme and Variations form
 - Movement and improvisation to music
 - Jump Jim Joe selections
 - Down in the Valley selections
 - Singing Games Children Love
 - Advanced recorder skills
 - Reading on the treble and bass staves
 - BAGEFC'D'DCB^bF[#]
 - quarter, half and whole notes and rests
 - eighth notes and rests
 - Dotted rhythms
 - Steps, leaps, and repeated tones
 - Improvisation and composition on Orff instruments and non-pitched percussion
 - Holiday music
 - World music selections from Music Express
 - Ear training activities and assessments
 - Complete and incomplete cadences
 - Solfege ear training activities and assessments
 - minor and major tonality
 - steps, leaps, and repeated tones
 - Rhythm games and activities
 - Notes and Cash
 - Concept songs and activities:
 - Lone Star Trail
 - Give My Regards to Broadway, melody/counter melody/harmony
 - A Star Spangled Melody, March 3 national anthem day
 - World Music through Music Express subscription
 - Classical composers through Bach's Flight for Freedom, Rossini's Ghost, Handel's Last Chance

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Texts and Resources

- A Young Musician's Guide to the Recorder, Lauterbach
- All-American Boomwhackers, Teresa Jennings
- Boomwhackers
- Down in the Valley: More Great Singing Games for Children
- It's Recorder Time, pub. Alfred
- Jump Jim Joe: Great Singing Games for Children
- Let's Have a Musical Rhythm Band, Phoebe Diller
- Music Connection series
- Music K-8 subscription
- Note Name Match App
- Note Squish App
- Recorder Karate
- Rockin' Recorders: www.studiokay.com/recorder
- Singing Games Children Love, Vol. 1-4
- The Amazing Music Activities Book, Janet Vogt
- The Big Book of Music Games
- The Complete Recorder Resource Kit
- The Composers' Specials Teacher's Guide and 6 videotapes
- The Music Teacher's Almanac, Loretta Mitchell
- www.joytunes.com
- www.musictheory.net
- www.recorderdojo.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder and/or Orff instruments

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #3 Concert, Music, Fifth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **Generic Time Periods**
Length: **100 days (overlapping)**
Status: **Published**

Enduring Understanding

The accurate reading of notation is essential to the performance of music.

Essential Questions

How do you convey a musical idea to someone else?

What is the difference between concert performance and classroom activities?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, partner and two-part singing
- Movement and improvisation to music
- Intermediate recorder skills
- Reading on the treble and/or bass staves
- Improvisation and composition on Orff instruments and non-pitched percussion
 - Seasonal music
 - World music selections from Music Express, Music K-8, and Music Connections
- Solfege ear training activities
- Concert music selected from

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- Music Connection
 - Music K-8
 - Music Express
 - Selected seasonal octavos
 - Share the Music
 - Jingle Bell JukeBox
 - Jingle Bell JukeBox the Flip Side
 - At the Bandstand

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat

Science through acoustics, vibrations, and tone production

Texts and Resources

- All-American Boomwhackers, Teresa Jennings
- Boomwhacker repertoire resources
- Boomwhackers
- Choral repertoire resources
- Let's Have a Musical Rhythm Band, Phoebe Diller
- Music Connection series
- Music Express subscription
- Music K-8 subscription
- non-pitched percussion instruments
- Orff repertoire resources
- Selected octavos
- Soprano and alto glockenspiels
- Soprano, alto, and bass xylophones
- Soprano, alto, bass metallophones
- The Music Teacher's Almanac, Loretta Mitchell
- www.musictheory.net
- www.youtube.com performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder and/or Orff instruments
- Demonstration of performance expectations

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #4 Instrumental, Music, Fifth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **Generic Time Periods**
Length: **School year**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading of notation and application to their instrument.

Essential Questions

How do you use an instrument to convey a musical idea to someone else?

New Jersey Student Learning Standards

VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Learn care and maintenance of instruments and proper playing position.
3. Perform musical compositions.

Instructional Activities

Lesson book and band rehearsal activities:

1. Embouchure and tone development through long tones
2. Fingering exercises
3. Care and maintenance of instruments
4. Proper playing position
5. Technical development

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat
Science through acoustics, vibrations, and tone production

Texts and Resources

- Accent on Achievement
- Best in Class
- Contest and festival selections
- Ed Suetta Band Method
- Essential Elements
- garage band app
- Grade 1 Band Literature
- n-tracktuner app
- Pops and classic Themes Band Scores
- readrhythm app
- Rubank
- Seasonal band repertoire
- Standard of Excellence
- www.audacity.com
- www.musictheory.net
- www.youtube.com recorder performance videos
- Yamaha Band Student

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo playing
- Small group playing
- Feeling the pulse of the music
- Playing assessments on chosen instrument
- Scale fluency up to three sharps and three flats

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
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Stations
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