

COURSE TITLE

General Vocal Music Grade 5

LENGTH

Full Year
Grade 5

DEPARTMENT

Fine, Practical & Performing Arts
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SCHOOL

Pierrepoint School

DATE

Initial Approval: June 15, 2015
Latest Revision: September 10, 2018

General Vocal Music Grade 5

I. Introduction/Overview/Philosophy

Music is a subject that touches every aspect of learning and affects every aspect of life. The purpose of this class is to develop an appreciation of the scope and importance of music as students are exposed to various musical styles, genres and cultures. Students need to become active listeners and participants in all areas of music, both on and off of the stage, and in and out of the classroom.

Students in General Vocal Music Grade 5 will continue developing their vocal skills and confidence, continue developing an active understanding of music theory, and will apply this knowledge through various performance opportunities.

II. Objectives

Course Outline:

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

Student Outcomes:

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

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

NEW JERSEY STUDENT LEARNING STANDARDS
VISUAL AND PERFORMING ARTS

STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand B. Music

1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.

Strand A. History of the Arts and Culture

1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand D. Music

1.3.5.B.1 - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

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.

1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

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).

Strand B. Critique Methodologies

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.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

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.

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

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.

**21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES**

CRP1 Act as a responsible and contributing citizen and employee

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

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

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

CRP6 Demonstrate creativity and innovation

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

CRP 7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

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

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others'

action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

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

CRP11 Use technology to enhance productivity

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

CRP12 Work productively in teams while using cultural global competence

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

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

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.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.5.D.1 - Understand the need for and use of copyrights.

8.1.5.D.2 - Analyze the resource citations in online materials for proper use.

8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

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.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 - Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.5.C.1 - Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 - Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.5 - Explain the functions of a system and subsystems.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS**STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

- 9.2.8.B.1 – Research careers within the 16 Career Clusters ® and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas if interest, goals and an educational plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III. Proficiency Levels

This course is designed for all students in Grade 5. Students are expected to possess a lively interest in singing and develop an appreciation of music through assorted styles and cultures.

IV. Methods of Assessment

Student Assessment

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

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

This course is designed for students in Grade 5. Students are grouped heterogeneously.

VI. Articulation/Scope & Sequence/Time Frame

This course is designed to meet regularly over the course of one academic year.

VII. Resources

Texts/Supplemental Reading/References

- Texts
 - Music Connection, Silver Burdett-Ginn, 1995, and assorted content appropriate songbooks.
- Supplemental Readings/Materials
 - Teacher selected materials
 - CD's
 - DVD's
 - Internet Resources
- Technology
 - *Smart Music*
 - *Music First*

VIII. Suggested Activities

- Vocal warm-ups
- Ear-training exercises
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music
- Critique of peer performances

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis. Possible connections include:

- Social Studies – correlation to historical events
- Math – correlation of note values and fractions
- Science – songs dealing with science curriculum
- Technology – use of computers and the Internet for research
- English – reinforcement of reading skills
- Foreign Language – exposure to songs of other cultures
- Health – use of proper posture and vocal technique
- Physical Education – integration of gross motor activities

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

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Differentiation for Enrichment

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

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit Name</p> <p>Singing <i>Students will develop an appreciation of different styles and genres of music in assorted languages</i></p> <p>• Materials • Songs from text book, Teacher made song/ lyric sheets, White board projections, video clips of live performances, audio clips of songs from the internet, sheet music for classroom use</p> <p>^a Objectives Students will develop vocal skills, an appreciation of singing, age appropriate singing habits, the ability to sing in harmony and to sing rounds. • Students will sing scat</p>	<p>Number of weeks</p> <p><i>(This course meets for 40 classes)</i></p> <p>Singing is done both as an individual lesson and routinely to enhance other units of study.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of peer tutors • Use of classroom buddies <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allowing students to perform a solo for the class • Sharing video clips of classmates outside performances or recitals to the class 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.B.2, 1.2.5.B.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.5 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, 2, 4, 6, 7, 11, 12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.5, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 <p><i>Technology Standards</i></p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others • Written homework – Listening worksheets (a critique) from relevant video clips asking students to evaluate tempo, rhythm, volume and instrumentation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Classroom discussion of assorted performances with regard to the core elements of music. • Students giving a respectful critique of assorted performances.

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Students will create their own scat syllables. 			<p>8.2:</p> <ul style="list-style-type: none"> • 8.2.5.A.1, 8.2.5.A.4, 8.2.5.A.5, 8.2.5.B.4, 8.2.5.B.6, 8.2.5.E.1, 8.2.5.E.4 <p><i>21st Century Standards</i></p> <p>9.2:</p> <ul style="list-style-type: none"> • 9.2.4.A.1, 9.2.4.A.4 	<ul style="list-style-type: none"> • Demonstrating the use of appropriate musical terminology.

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>• Music Theory <i>Students will learn to identify and use treble clef, time signatures, identify, read and create their own rhythms with whole, half, quarter, eighth, sixteenth notes. Students will be able to read notes written on the treble clef.</i></p> <p>• Materials Teacher made manipulatives, assorted worksheets, video clips, audio clips, music games, flash cards, piano keyboards</p> <p>^a Objectives Students will be able to read and play rhythms with combinations of notes. Students will name the notes in treble clef and find them on a tuned instrument (electric piano keyboards, xylophone, boomwhacker) Students will be able to identify, create and play simple chords</p>	<p>Theory concepts are taught both as separate lessons as well as part of other units of study.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of peer tutors • Use of classroom buddies <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Use of band or chorus students as class assistants • Use of students who study music privately as class assistants 	<p><i>NJSLS – Arts:</i> 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.4.5.B.2, 1.4.5.B.3</p> <p><i>21st Century Standards CRP:</i> CRP 2, 4, 11</p> <p><i>Technology Standards 8.1:</i> List standards by number, separated by comma 8.1.5.A.1, 8.1.5.1.B.1</p> <p><i>Technology Standards 8.2:</i> 8.2.5.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others • Written classwork – complete measure using assorted notes and rests • Students will create a percussion composition <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Classroom performances of student work • Students giving a respectful critique of assorted performances. • Demonstrating the use of appropriate musical terminology. • Teacher made paper assessments • Teacher made on-line assignments and assessments

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>• Cultural Connections <i>Students learn about holidays and traditions of other cultures as well as hearing, seeing and singing music and instruments of other cultures.</i> +Sept/Oct – Hispanic Heritage, Nov – Veterans Day, Thanksgiving, Dec – Christmas, Hanukkah, Kwanzaa, Jan/Feb – Asian New Year, Feb – Black History, March – Music in Our Schools Month April – Jazz Month, May – Memorial Day, June – summer and camp songs, Underground Railroad, 12 Bar blues, Scat</p> <p>• Materials +Song sheets of multi-cultural songs, photos of world instruments, world instrument bingo, student made murals, world instruments played live in class, video and audio clips, student sharing of personal experiences</p>	<p>Time allocated is approx. 1-2 classes per holiday</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Use of classroom buddies • Allow students to share their family traditions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allow students to bring in music or instruments of their culture/holiday to perform for the class 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.3, 1.2.5.B.2, 1.2.5.B.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.4, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.5 <p><i>21st Century Standards CRP:</i> CRP 1, 5, 12</p> <p><i>Technology Standards 8.1:</i> 8.1.5.A.1, 8.1.5.A.2, 8.1.5.C.1</p> <p><i>Technology Standards 8.2:</i> 8.2.5.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students will complete paper assessments • Students respond to questions pertaining to the content. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others • Students share their family experiences with the class • Students share musical instruments of their culture

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>^a Objectives Students will be exposed to and develop a respect for music, instruments and traditions of other cultures and genres (styles) of music • Students will write a 12 bar blues</p>				

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>• Classical/Program Music <i>Students are exposed to the Classical music such as, but not limited to:</i> Camille Saint-Saens, George Gershwin, Beethoven, Bach, Tchaikovsky</p> <p>• Materials</p> <ul style="list-style-type: none"> • Video clips of artists performing music of the masters • Audio clips of assorted artists performing • Video & audio clips of music of the masters performed in non – traditional ways. • Video clips of cartoons using music of the masters • Instruments and sheet music to perform simplified, age appropriate versions of great works <p>^a Objectives Students will begin to understand Classical music can be appreciated by all age groups and is still performed today in assorted media forms</p>	<p>Classical Music and Music of Great Artists is taught both as separate lessons as well as part of other units of study.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of classroom aides when available • Posting video clips for students to view on Google Classroom <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Allow students to bring in music or instruments to perform for the class • Post alternate, age appropriate performances by alternative artists 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.3, 1.2.5.B.2, 1.2.5.B.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.5 <p><i>21st Century Standards CRP:</i> CRP 1, 5, 6, 7, 11, 12</p> <p><i>Technology Standards 8.1:</i> 8.1.5.A.1, 8.1.5.A.2, 8.1.5.C.1</p> <p><i>Technology Standards</i> 8.2.5.A.1, 8.2.5.B.1, 8.2.5.B.4, 8.2.5.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Students performing for their class either alone or with others • Paper assessments • On-line assessments <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Demonstrating the use of appropriate musical terminology. • Participating in classroom discussions

