

Grade: 3-6	Content Area: General Music
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Revised on: December 9, 2019
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Proposed Update: Summer 2022

Beach Haven School District General Music Curriculum	
Content Area: General Music	
Course Title: General Music	Grade Level: 3 rd -6th
Instructional Materials:	

Recommended Pacing Guide	
Rhythm	10-15 days throughout
Melody	10-15 days throughout
Form	10-15 days throughout
Movement	10-15 days throughout
Instrumental	10-15 days throughout

Unit 1: Rhythm	Duration: 10-15 days throughout
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 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.
- 1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
- 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.
- 1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
- 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.

Primary Interdisciplinary Connections:

- **ELA - NJSLS/ELA:**
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

- Reading music and performing it on various instruments.
- Proper playing technique for various pitched and unpitched percussion instruments.
- Motor activities and movement can represent a steady beat.
- Listen to and understand simple and compound meter (macro and micro beat).
- Reading and performing rhythms in 3/4 and 4/4.
- Music is composed using various mathematical patterns and formulas.

Essential Questions:

- What is the difference between simple and compound meter?
- What is the difference between beat and rhythm?
- What is the difference between the macro and micro beat?
- Can I independently maintain a rhythm pattern within the steady beat?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Varied Levels of Text:

- Fall: Back to School chant, Hey Ya Nah, Thanksgiving ostinati, Addams Family cup passing game
- Winter: Jingle Bells, Sleigh Ride, Trepak cup passing, Winter compositions, Snowball fight
- Spring: Rhythm building blocks, Chicken on a Fencepost, Frog in the Meadow

- Teacher made rhythm sheets modified from Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn
- Elementary rhythm flashcards
<https://www.youtube.com/watch?v=Qn7flgEmYgM>
- Rhythm building blocks for Back to School
- Snowball fight
- Conversational Solfege- John Feierabend

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504:

- Provide differentiated instruction as needed
- Follow 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Evidence of Student Learning

Formative Tasks:

- Class participation
- Written assessments
- Performances
- Demonstration

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

Summative Assessments:

- Performance
- Observation
- Individual evaluation

Benchmark Assessments:

- Oral Review of Techniques and Vocabulary

Unit 2: Melody

Duration: 10-15 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 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.
- 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.CS2 Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
- 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.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills**Enduring Understandings:**

- Identify and understand the difference between leap and step
- Identify and play melodic contour
- Identify, perform and move to melodic rhythm, imitation and ostinato.
- Identify, perform and move to melodic phrases (same, different, longer, and shorter)
- Define solo and explain its role in the melody of a piece or song.
- Identify what instrument holds the melody by performing and listening to examples.
- Identify and locate the letter names of the treble clef staff.
- Perform simple melodies on pitched percussion.
- Improvise melodies on pitched percussion.
- Understand and utilize solfege syllables: [sol, mi, la], [mi, re, do] by the end of fifth grade.

Essential Questions:

- What is the difference between a leap and a step?
- What are the notes on the lines and spaces of the treble clef staff?
- What is the difference between melody and harmony?
- What is an ostinato?
- What is a bordun?

Core Instructional & Supplemental Materials**Suggested Activities/Resources:**

- Major vs minor exploration with spooky sounds on pitched percussion
- Exploring the various ways to use your voice to demonstrate mood
- Hey Ya Nah and exposure to modal music
- Explore 5-note pentatonic scale on pitched percussion

Varied Levels of Text:

- Teacher made melodic sheets modified from [Orff Schulwerk Volumes 1-5](#), [The Orff Source, Book 1](#) by: Denise Gagne and [Purposeful Pathways](#) by: Roger Sams and BethAnn Hepburn
- Elementary rhythm flashcards <https://www.youtube.com/watch?v=Qn7flgEmYgM>

- Conversational Solfege- John Feierabend

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504:

- Provide differentiated instruction as needed
- Follow 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed

- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Evidence of Student Learning**Formative Tasks:**

- Class participation
- Observation
- Performance
- Compositions
- Participation

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

Summative Assessments:

- Performance
- Observation
- Individual evaluation

Benchmark Assessments:

- Oral Review of Techniques and Vocabulary

Unit 3: Form

Duration: 10-15 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 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.
- 1.2.5. A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3.5. B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5. B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- 1.3.5. B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- 1.3.5. B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- 1.1.5.A.CS3 Musical and non-musical forms of sound can affect meaning in choreography and improvisation.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

- Map out the form of a song using form terminology.
- Perform and move to various call and response, AB, ABA and Rondo compositions.
- Improvise on pitched percussion using AB form
- Improvise on pitched percussion using ABA
- Perform keyboard pieces in various forms
- Choreograph a movement piece utilizing various forms.
- Identify, perform and move to AB, ABA, and rondo music.
- Identify and perform introduction/coda in music compositions.

Essential Questions:

- How does form impact a musical composition?
- Why is form important?
- How can we use form to create our own musical compositions?
- How can we use our body to show different parts of form?
- How can we use instruments to show different parts of form?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Addams Family Cup Passing Game
- Trepak Cup Passing Game
- Sleigh Ride Form
- AB, ABA, Rondo form composition with seasonal rhythm building blocks

Varied Levels of Text:

- Rhythm building block cards
- Teacher made form maps modified from Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn
- Elementary rhythm flashcards
<https://www.youtube.com/watch?v=Qn7flgEmYgM>
- Conversational Solfege- John Feierabend

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes

- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504:

- Provide differentiated instruction as needed
- Follow 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
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Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
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Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.

- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Class participation ● Observation ● Performance ● Compositions ● Participation 	Alternative Assessments: <ul style="list-style-type: none"> ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: <ul style="list-style-type: none"> ● Performance ● Observation ● Individual evaluation 	Benchmark Assessments: <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary

Unit 4: Movement	Duration: 10-15 days throughout
Standards/Learning Targets	
New Jersey Student Learning Focus Standards: 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. 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	

1.3.5.A.CS1 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.

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.

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.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

- Feeling music throughout your body helps develop and internal beat that transfers to all aspects of music.
- Dancing and music have common patterns and mathematical contrasts that further develop your ability as a musician.
- Movement can be used to demonstrate rhythm, melody, form and style of a musical composition.

Essential Questions:

- How does movement enhance a performance?
- What different ways can I use my body to show the music?
- How are dance and music related? How are they different?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Indiana Jones Raiders March movement to reinforce rondo
- AB Addams Family cup passing

Varied Levels of Text:

- Teacher modified movement maps and prompts from Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn
- Various musical excerpt examples
- Chimes of Dunkirk and Alabama Gal from New England Dance Masters series

Suggested Accommodations**English Language Learners:**

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
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- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504:

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- Follow 504 plan modifications
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Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking

- Higher level texts
- Alternative modes of communication
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Students at Risk of Failure:

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Economically Disadvantaged:

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Evidence of Student Learning

Formative Tasks:

- Class participation
- Observation
- Performance
- Compositions
- Participation

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

Summative Assessments:

- Performance
- Observation
- Individual evaluation

Benchmark Assessments:

- Oral Review of Techniques and Vocabulary

Unit 5: Instrumental

Duration: 10-15 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 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.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- 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 skills
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 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.
- 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.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills**Enduring Understandings:**

- Instrumental music study aids in the development of the elements of music.
- Literacy skills transfer to ELA and mathematics skills with through the task of decoding and organizing.
- Instrumental performance prepares students to enter a formal instrumental music curriculum in upper elementary.

Essential Questions:

- How do I put the instrument together properly? What are all the parts of the instrument and how do they connect to make sound?
- How do I correctly hold and produce a sound on the instrument?
- How does an instrument contribute to the ensemble? How can I best blend my sound with others to create harmony and balance?

Core Instructional & Supplemental Materials**Suggested Activities/Resources:**

- Recorder for 3rd and 4th grade
- Ukulele for 4th and 5th grade
- Centers for recorder - note decoding, note name practice, practice test for recorder karate, accompanying on pitched percussion
- Performing with a variety of instruments and vocals to create a well-rounded music student

Varied Levels of Text:

- Recorder karate adapted/modified by teacher as needed
- Rainbow Ukulele Series by: Pitch Publications
- Teacher modified ukulele songs with chord diagrams

Suggested Accommodations**English Language Learners:**

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504:

- Provide differentiated instruction as needed
- Follow 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Evidence of Student Learning**Formative Tasks:**

- Class participation
- Observation
- Performance
- Compositions
- Participation

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

Summative Assessments:

- Performance
- Observation
- Individual evaluation

Benchmark Assessments:

- Oral Review of Techniques and Vocabulary