



Stafford Township School District

General Music Curriculum Grade 3-4

2020 New Jersey Student Learning Standards – Visual and Performing Arts
<https://www.nj.gov/education/standards/vpa/Index.shtml>

Original Adoption: September 12, 2022

Statement of Purpose

Education exists for the purpose of enabling each individual to realize and maintain her/his full potential. Music and visual arts education, as a social, intellectual and physical discipline, specifically involves the development of each individual's aptitude, understanding and appreciation and serves as an essential element to the developmental process.

The elementary music and visual arts programs provide the opportunity for each individual to develop a comprehensive foundation of basic knowledge, skills, and techniques and serves not only as an Arts specific course but also provides a vehicle by which associated disciplines are enhanced and supported.

This curriculum guide has been designed to expose all students to the music educational experience outlined within. As a precursor to the middle school curriculum each student will be offered thorough and analogous music instruction and will be fully prepared for the continuing education offered at the secondary level. Additionally, through active participation, students will develop positive individual and group behavioral patterns while exploring the vast cultural and ethnic diversity reflective of our community and the art form itself.

Our school district provides an extensive arts program, which will enable students to succeed and compete in the global marketplace using the New Jersey Student Learning Standards in conjunction with the New Jersey Visual and Performing Arts Curriculum Frameworks and technological exploration.

Primary interdisciplinary connections: Math, Language Arts, Social Studies, Dance

21st Century Themes: Global Awareness, Health Literacy, Creativity and Innovation, Communication and Collaboration

Stafford Township School District Curriculum Guide

Grade: 3 - 4

Content Area: General Music

Recommended Pacing Guide

Rhythm	8-12 days throughout
Melody	8-12 days throughout
Tone Color	8-12 days throughout
Form	8-12 days throughout
Expressive Qualities	8-12 days throughout

Unit 1: Rhythm

Duration: 8-12 days throughout

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

Students with 504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities

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Grade: 3 - 4

Content Area: General Music

- 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

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Primary Interdisciplinary Connections:

NJSLS Language Arts Literacy

- RL.4.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.4.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- SL.4.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLS Mathematics

- 5.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- 5.MD.B. Represent and interpret data.

NJSLS Social Studies

- 9.4.5.CI.1: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems (e.g., personal, academic, community, global).

Computer Science & Design Thinking:

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies & Key Skills:

- 9.4.5.CI.1: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
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Stafford Township School District Curriculum Guide

Grade: 3 - 4	Content Area: General Music
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Evidence of Student Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Class participation ● Anecdotal Notes ● Observation ● Questioning ● Discussion ● Demonstration ● Composition ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down 	<p>Alternative Assessments:</p> <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
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary ● Student Performance with Rubric

Knowledge & Skills

<p>Enduring Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Reading and performing instruments ● How to explain and demonstrate the difference between beat and rhythm ● How to identify rhythmic notation ● How to define meter, note names, and note duration ● How to improvise patterns and notate them on a staff ● Identify and demonstrate the steady beat in a song 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are some examples of rhythm and how can they be performed? ● What are some examples of a meter sign and what is their purpose? ● How can different rhythms be used to compose a piece of music?
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Core Instructional & Supplemental Materials

<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Students will use rhythm cards. Students will echo teacher verbally, then echo and add body percussion. ● Students will sing various songs to demonstrate singing rhythms together. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Teacher created rhythm patterns ● Teacher Created Materials ● Quaver's Marvelous World of Music ● Various rhythm and Orff instruments ● Boomwhackers ● YouTube videos
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Content Area: General Music

- Students will use rhythm activities/games: use rhythm sticks or body percussion, or various other percussive instruments.
- Students will dance/move to the beat with various tempos and genres of music to demonstrate steady beat, half time, and double time movement.

- Games and Manipulatives
- Making Music, Music Connection, Music K-8 magazine, various other music publications

Literature:

- *Making Music*, Pearson
- *Music Connection*, Silver Burdett
- Music K-8 Magazine, Plank Road

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Grade: 3 - 4

Content Area: General Music

Unit 2: Melody

Duration: 8-12 days throughout

Suggested Accommodations

English Language Learners:

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- Provide translated material
- Provided differentiation for students as needed
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Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
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- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
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- Volume
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- Attention techniques

Students with 504 Plans:

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- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

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Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
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- Keep nutritious snacks available
- Pair with adult mentor or buddy

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Content Area: General Music

- 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

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
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Primary Interdisciplinary Connections:

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- RL.4.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- SL.4.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLS Mathematics

- 4.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- 4.MD.B. Represent and interpret data.

NJSLS Science

- 4-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.

NJSLS Social Studies

- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Computer Science & Design Thinking:

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
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Career Readiness, Life Literacies & Key Skills:

- 9.4.5.CI.1: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems (e.g., personal, academic, community, global).

Evidence of Student Learning

Formative Tasks:

- Teacher observation Performances
- Anecdotal Notes
- Demonstration
- Written assessment- Composition
- Peer Assessment
- Class participation
- Verbal feedback
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down

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

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Grade: 3 - 4	Content Area: General Music
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Summative Assessments: <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Student Critique 	Benchmark Assessments: <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary ● Student Performance with Rubric
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Knowledge & Skills

Enduring Understandings: <i>Students will understand...</i> <ul style="list-style-type: none"> ● How to identify and locate letter names of notes ● How to identify and move to melodic lines ● How to identify leap, step, and repeat ● How to identify and play melodic contour ● How to identify, perform, and move to melodic rhythm, imitation and ostinato ● How to identify, perform, and move to melodic phrases (same, different, longer, shorter) ● How to define solo and explain its role in the melody of a piece or song ● How to identify what instrument holds the melody in each by listening to examples ● How to improvise melodies on Orff instrument ● How to map out movement while listening to music, and how movement can be used to accompany a melody 	Essential Questions: <ul style="list-style-type: none"> ● What is the melody? ● How does the melody change? (high/low) ● What different emotions can a melody create? ● What is the difference between singing voice and speaking voice? ● What can your voice do? ● What instruments make high sounds? ● What instruments make low sounds? ● How can movement be used to represent a melody?
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Core Instructional & Supplemental Materials

Suggested Activities: <ul style="list-style-type: none"> ● Students will sing various songs to demonstrate the ability to sing in tune ● Students will listen to examples of different vocal ranges (soprano, alto, tenor, and bass) to be able to listen to and identify singing range. Discuss how this applies to instruments. ● Students will name the 4 spaces and 5 lines to begin learning how to read music. ● Students will use keyboard or bells or other melodic instruments to explore, read, compose, and play melodies. 	Resources: <ul style="list-style-type: none"> ● Teacher Created Materials ● Quaver's Marvelous World of Music ● Various Orff instruments ● Xylophones ● Boomwhackers ● YouTube videos ● Games and Manipulatives ● Various Songs Literature: <ul style="list-style-type: none"> ● <i>Making Music</i>, Pearson ● <i>Music Connection</i>, Silver Burdett ● Music K-8 Magazine, Plank Road
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Stafford Township School District Curriculum Guide

Grade: 3 - 4

Content Area: General Music

Unit 3: Tone Color

Duration: 8-12 days throughout

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
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Special Education/Students with Disabilities:

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- Volume
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Students with 504 Plans:

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- Preferential Seating
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Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
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Content Area: General Music

- 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.
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- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

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Primary Interdisciplinary Connections:

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Evidence of Student Learning

Formative Assessments:

- Anecdotal notes
- Observation
- Questioning
- Discussion
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
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Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
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Knowledge & Skills

<p>Enduring Understandings: <i>Students will Understand...</i></p> <ul style="list-style-type: none"> ● How to identify various vocal tone colors and instrumental colors ● How to identify the difference in tone color of various musical groupings ● How to listen to and evaluate pieces of various moods and emotions ● How to listen and discuss music for happy and sad emotions ● How to identify the difference in tone color of various voices (male, female, groups, duets, trios, quartets, chorus, etc.) ● How to describe and identify instrument sounds (woodwind, brass, percussion, strings, and cultural instruments) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What kind of sound quality does a woodwind instrument convey? Strings? Brass? Etc ● Can you identify what voice part you hear? ● Can you identify the difference in tone color of various musical groupings?
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Core Instructional & Supplemental Materials

<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Students will listen to various musical ensembles to hear the difference between orchestras, small ensembles, and bands. ● Students will use classroom instruments to make sounds so students can identify instrument by sight and sound. ● Students will sing songs from different cultural disciplines to introduce students to instruments and sounds from various other cultures. ● Students will use keyboard voice programs to hear how different voices sound. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Teacher Created Materials ● Quaver's Marvelous World of Music ● Various Orff instruments ● Various orchestral instruments ● Xylophones ● Boomwhackers ● YouTube videos ● Games and Manipulatives ● Various Songs <p>Literature:</p> <ul style="list-style-type: none"> ● <i>Making Music</i>, Pearson ● <i>Music Connection</i>, Silver Burdett ● Music K-8 Magazine, Plank Road
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Grade: 3 - 4

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Unit 4: Form

Duration: 8-12 days throughout

Suggested Accommodations

English Language Learners:

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- 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

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support

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creators'/performers' expressive intent.

- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Primary Interdisciplinary Connections:

NJSLS Language Arts Literacy

- RL.4.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.4.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- SL.4.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLS Mathematics

- 4.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- 4.MD.B. Represent and interpret data.

NJSLS Social Studies

- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Computer Science & Design Thinking:

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies & Key Skills:

- 9.4.5.Cl.1: Participate in a brainstorming session with individuals with diverse perspectives to expand

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<p>one's thinking about a topic of curiosity.</p> <ul style="list-style-type: none"> ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems (e.g., personal, academic, community, global).
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Evidence of Student Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Anecdotal notes ● Observation ● Questioning ● Discussion ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Verbal Feedback 	<p>Alternative Assessments:</p> <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
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Student Critique 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary ● Student Performance with Rubric
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Knowledge & Skills

<p>Enduring Understandings: <i>Students will Understand...</i></p> <ul style="list-style-type: none"> ● How to identify, perform, and move to AB, ABA, and rondo music. ● How to identify and perform introduction/coda in music. ● How to identify D.C. al Coda. ● How to define and identify the introduction. ● How to map out the form of a song using form terminology. ● How to perform and mvoe to various call and response, verse/refrain, and solo/chorus songs. ● How to improvise keyboard piece using AB, ABA form. ● How to choreograph a movement piece utilizing forms. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are some examples of styles of music and how can they be performed? ● What are some characteristics of different musical forms and how can they be performed? ● How do musical styles or forms evolve over time and connect to our history?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Students will sing various songs to help students identify ABA form. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Teacher created rhythm patterns ● Teacher Created Materials ● Quaver's Marvelous World of Music
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- Students will compose a piece in AB form to help students gain a greater understanding of this form.
- Students will dance various dances so students can feel the different forms.
- Students will view select art and discuss in terms of musical form.

- Various rhythm and Orff instruments
- Boomwhackers
- YouTube videos
- Games and Manipulatives
- Making Music, Music Connection, Music K-8 magazine, various other music publications

Literature:

- *Making Music*, Pearson
- *Music Connection*, Silver Burdett
- Music K-8 Magazine, Plank Road

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Unit 5: Expressive Qualities

Duration: 8-12 days throughout

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

Students with 504 Plans

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

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

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- 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

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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Primary Interdisciplinary Connections:

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- RL.4.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies & Key Skills:

- 9.4.5.CI.1: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems (e.g., personal, academic, community, global).

Evidence of Student Learning

Formative Tasks:

- Anecdotal notes
- Observation
- Questioning
- Discussion
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji self-assessment chart

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:

- Listening Exam
- Performance
- Student Critique

Benchmark Assessments:

- Oral Review of Techniques and Vocabulary
- Student performance with Rubric

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Knowledge & Skills

<p>Enduring Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> ● How to sing expressively ● How to identify a particular culture through its music ● How to discuss their feelings towards a piece of music ● How to identify the expressive symbols of a piece of music ● How to demonstrate rudimentary patterns and form in music through performance and notation ● How to identify differences in time signatures, tempo, and variations of such in written and aural form ● How to continue to develop the skills to sing various songs as a group or individually ● How to improvise rudimentary rhythmic patterns sing specific mathematical notation guidelines ● How to list and identify various instruments visually, written, and aurally ● How to discuss the particular style of a piece 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are some examples of dynamics and how can they be performed? ● What are some examples of tempo and how can they be performed? ● What are some examples of articulation and how can they be performed? ● How can different tempos and dynamics change the mood of a piece of music?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Students will play and move to various pieces of music in various tempos. ● Students will perform various dances to various musical styles. ● Students will compose a piece for melodic instruments using various tempi and dynamics. ● Students will listen to and discuss music with different expressive styles and qualities. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Teacher created rhythm patterns ● Teacher Created Materials ● Quaver’s Marvelous World of Music ● Various rhythm and Orff instruments ● Boomwhackers ● YouTube videos ● Games and Manipulatives ● Making Music, Music Connection, Music K-8 magazine, various other music publications <p>Literature:</p> <ul style="list-style-type: none"> ● <i>Making Music</i>, Pearson ● <i>Music Connection</i>, Silver Burdett ● Music K-8 Magazine, Plank Road
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