



# Stafford Township School District

## General Music Curriculum Grade 5-6

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

#### **Inclusivity/LGBTQ/Disabilities-Grade 6**

New Jersey Legislation C.18A:35-4.35 requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive 2 instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people.

This course will address the following:

- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?

## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Students will Analyze, Evaluate, and Interconnect the contributions of BIPOC as well as LGBTQ and Persons with Disabilities as presented through the lens of Historical Analysis on any given composer/composition and the significance of those contributions to the art form.
- Students will Analyze, Evaluate, and Interconnect the contributions of BIPOC as well as LGBTQ and Persons with Disabilities as presented through the lens of Historical Analysis on any given performing artist or choral ensemble and the significance of those contributions to the art form

## Stafford Township School District Curriculum Guide

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

### 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

<b>Unit 1: Rhythm</b>	<b>Duration: 8-12 days throughout</b>
-----------------------	---------------------------------------

### 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 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

## Stafford Township School District Curriculum Guide

**Grade: 5**

**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.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms
- (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent.
- Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

**Primary Interdisciplinary Connections:****NJSLS Language Arts Literacy**

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**NJSLS Mathematics**

- 6.NS.A- apply and extend previous understanding of multiplication and division to divide fractions by fractions.

**Computer Science & Design Thinking:**

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career

**Career Readiness, Life Literacies & Key Skills:**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5,
- 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

**Evidence of Student Learning**

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Anecdotal Notes</li> <li>● Observation</li> <li>● Questioning</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Composition</li> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance</li> <li>● Student self-reflection or discussion while planning their performance</li> <li>● Conversation/presentation rubric to score student work and presentation of final project or performance</li> <li>● Portfolio Review</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Listening Exam</li> <li>● Performance</li> <li>● Verbal feedback</li> <li>● Student Critique</li> <li>● Observation</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral Review of Techniques and Vocabulary</li> <li>● Student Performance with Rubric</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● How to identify, perform, and move to a steady beat, no beat, rests, and permatas in music</li> <li>● How to identify and perform to meter in 2, 3, 4</li> <li>● How to reproduce even/uneven, syncopated/not syncopated rhythm patterns</li> <li>● How to explain and demonstrate the difference between beat and rhythm</li> <li>● How to identify, demonstrate, and describe the steady beat in a song</li> <li>● How to describe the role of rhythm section of any ensemble, identify the instruments that can fall into that category and why</li> <li>● How to define meter and identify it in a piece or song written in 2/4, 3/4, 4/4, 5/4, 6/8, 7/4</li> <li>● How to define and describe note names and duration in 4/4</li> <li>● How to improvise rhythmic patterns and</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some examples of rhythm and how can they be performed?</li> <li>● What are some examples of a meter sign and what is their purpose?</li> <li>● What are some examples of a syncopation and what is their purpose?</li> <li>● How can different rhythms be used to compose a piece of music?</li> </ul>
---	---

## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

notate them on a staff

- How to perform many rhythms at one time, following the same beat
- How to identify strong beats and weak beats in common time, 4/4, 2/4, 3/4, 6/8, 12/8

### Core Instructional & Supplemental Materials

#### **Suggested Activities:**

- Distribute various percussion instruments. Write down rhythmic examples on the board and have students follow them.
- Play rhythm games with the class.
- Bounce tennis balls to the steady beat of a song, making sure that they are bouncing on the strong beat and catching on the weak beat.
- Play recordings of songs written in compound meter and have the class clap the beat to identify the meter of the song.

#### **Resources:**

- 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

#### **Literature:**

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



## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

**Unit 2: Melody**

**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

#### **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
- Pair with adult mentor or buddy

## Stafford Township School District Curriculum Guide

**Grade: 5**

**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.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms
- (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent.
- Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

**Primary Interdisciplinary Connections:**

**NJSLS Language Arts Literacy**

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**NJSLS Mathematics**

- 6.NS.A- apply and extend previous understanding of multiplication and division to divide fractions by fractions.

**Computer Science & Design Thinking:**

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

**Career Readiness, Life Literacies & Key Skills:**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

**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

**Summative Assessments:**

- Listening Exam
- Performance
- Student Critique

**Benchmark Assessments:**

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

**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

**Knowledge & Skills**

<p><b>Enduring Understandings:</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● How to identify, perform, and move to melodic contour</li> <li>● How to identify, perform, and move to melodic movement by steps, leaps, repeats and octaves</li> <li>● How to identify, perform, and move to melodic rhythm, imitation, and ostinato</li> <li>● How to identify, perform, and move to melodic phrases (same, different, longer, shorter)</li> <li>● How to identify major, minor, pentatonic scales</li> <li>● How to identify range and register</li> <li>● How to define melody and explain how the melody of a song lends itself to the story within the music</li> <li>● How to explain the difference between a piece of music and a song</li> <li>● How to define solo and explain its role in the melody of a piece or song</li> <li>● How to identify what instruments holds the melody in each by listening to examples</li> <li>● How to identify and locate the letter names of a note</li> <li>● How to define chromatic scale and demonstrate how it moves up and down the scale by ½ step</li> <li>● How to compare the phrasing of a melody to the phrasing of any written work</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some examples of letter names and how can they be performed?</li> <li>● What are some examples of pitch and what is their purpose?</li> <li>● How can different melodies be used to compose a piece of music?</li> </ul>
--	---

**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Draw shapes on the board and use a pointer or finger to follow the shape with sound</li> <li>● Draw a staff on the board and introduce where the letters are located and why they are placed where they go.</li> <li>● Compare the staff on the board to the keys on the piano and explain how the letters follow the pattern of black keys.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher Created Materials</li> <li>● Quaver’s Marvelous World of Music</li> <li>● Various Orff instruments</li> <li>● Xylophones</li> <li>● Boomwhackers</li> <li>● YouTube videos</li> <li>● Games and Manipulatives</li> <li>● Various Songs</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>● <i>Making Music</i>, Pearson</li> <li>● <i>Music Connection</i>, Silver Burdett</li> <li>● Music K-8 Magazine, Plank Road</li> </ul>
--	---

**Stafford Township School District Curriculum Guide**

**Grade: 5**

**Content Area: General Music**

## Stafford Township School District Curriculum Guide

**Grade: 5**

**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
- 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 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
- Pair with adult mentor or buddy

## Stafford Township School District Curriculum Guide

**Grade: 5**

**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.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms
- (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent.
- Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

**Primary Interdisciplinary Connections:**

**NJSLS Language Arts Literacy**

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**NJSLS Mathematics**

- 6.NS.A- apply and extend previous understanding of multiplication and division to divide fractions by fractions.

**Computer Science & Design Thinking:**

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

**Career Readiness, Life Literacies & Key Skills:**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

**Evidence of Student Learning**

**Formative Assessments:**

- Anecdotal notes
- Observation
- Questioning
- Discussion
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Verbal Feedback

**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

**Summative Assessments:**

- Listening Exam
- Performance
- Student Critique

**Benchmark Assessments:**

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



**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

--	--

<b>Knowledge &amp; Skills</b>
-------------------------------

<p><b>Enduring Understandings:</b>  <i>Students will Understand...</i></p> <ul style="list-style-type: none"> <li>● How different staves make it easier to identify specific tone</li> <li>● How music from various nations have different nuances that make them distinct</li> <li>● How modern music was influenced by many different styles and genres throughout time</li> <li>● How to describe the meaning of instrument family names</li> <li>● How to identify musical instruments by their sound and what family they belong in</li> <li>● How to describe how the individual sounds of various instruments enhance the story in a song or piece</li> <li>● How to identify the difference in tone color of various musical groupings</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What kind of sound quality does a woodwind instrument convey? Strings? Brass? Etc</li> <li>● Can you identify what voice part you hear?</li> <li>● Can you identify the difference in tone color of various musical groupings?</li> </ul>
---	---

<b>Core Instructional &amp; Supplemental Materials</b>
--

<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Question students about what the word “family” means. Explain why instrument families are named as such.</li> <li>● Review the names of families and how instruments are related.</li> <li>● Play recordings of music and identify the instruments that they hear.</li> <li>● Play a game that makes students find the family based on the sound</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher Created Materials</li> <li>● Quaver’s Marvelous World of Music</li> <li>● Various Orff instruments</li> <li>● Various orchestral instruments</li> <li>● Xylophones</li> <li>● Boomwhackers</li> <li>● YouTube videos</li> <li>● Games and Manipulatives</li> <li>● Various Songs</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>● <i>Making Music</i>, Pearson</li> <li>● <i>Music Connection</i>, Silver Burdett</li> <li>● Music K-8 Magazine, Plank Road</li> </ul>
--	---

## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

**Unit 4: Form**

**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

#### **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

## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

- 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.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.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.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

#### **NJSLS Mathematics**

- 6.NS.A- apply and extend previous understanding of multiplication and division to divide fractions by fractions.

#### **NJSLS Social Studies**

- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

### **Computer Science & Design Thinking:**

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

### **Career Readiness, Life Literacies & Key Skills:**

- 9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

### **Evidence of Student Learning**

#### **Formative Assessments:**

- Anecdotal notes

#### **Alternative Assessments:**

- Rubric or Observation Checklist scoring

**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

<ul style="list-style-type: none"> <li>● Observation</li> <li>● Questioning</li> <li>● Discussion</li> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Verbal Feedback</li> </ul>	<p>student planning, lyrics, sheet music, or practice towards performance</p> <ul style="list-style-type: none"> <li>● Student self-reflection or discussion while planning their performance</li> <li>● Conversation/presentation rubric to score student work and presentation of final project or performance</li> </ul>
--	---

<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Listening Exam</li> <li>● Performance</li> <li>● Student Critique</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral Review of Techniques and Vocabulary</li> <li>● Student Performance with Rubric</li> </ul>
--	--

**Knowledge & Skills**

<p><b>Enduring Understandings:</b> <i>Students will Understand...</i></p> <ul style="list-style-type: none"> <li>● How to identify, perform, and move to AB, ABA, rondo, and solo/chorus songs</li> <li>● How to identify and perform introduction/coda in music</li> <li>● How to identify D.C. al fine</li> <li>● How to define and identify the introduction of a song</li> <li>● How to define and identify a breakdown/break in a song or piece</li> <li>● How to map out the form of a song using the correct terminology (intro, verse, chorus, bridge, outro)</li> <li>● How to use movement to further enhance the identity of their favorite style of movement</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some examples of styles of music and how can they be performed?</li> <li>● What are some characteristics of different musical forms and how can they be performed?</li> <li>● How do musical styles or forms evolve over time and connect to our history?</li> </ul>
---	---

**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Play recordings of songs and pieces that enhance the playing of an AAB, ABAB, ABCB form.</li> <li>● Distribute sheet music and have the students try to follow the music based on the musical symbols that lead them in a musical direction.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher created rhythm patterns</li> <li>● Teacher Created Materials</li> <li>● Quaver's Marvelous World of Music</li> <li>● Various rhythm and Orff instruments</li> <li>● Boomwhackers</li> <li>● YouTube videos</li> <li>● Games and Manipulatives</li> <li>● Making Music, Music Connection, Music K-8 magazine, various other music publications</li> </ul>
--	--

Stafford Township School District Curriculum Guide

Grade: 5

Content Area: General Music

Literature:

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

## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

**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

#### **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

## Stafford Township School District Curriculum Guide

**Grade: 5**

**Content Area: General Music**

- 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.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other



**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

disciplines, varied contexts, and daily life.

**Primary Interdisciplinary Connections:**

**NJSLS Language Arts Literacy**

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**NJSLS Mathematics**

- 6.NS.A- apply and extend previous understanding of multiplication and division to divide fractions by fractions.

**Computer Science & Design Thinking:**

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

**Career Readiness, Life Literacies & Key Skills:**

- 9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

**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

**Benchmark Assessments:**

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

**Stafford Township School District Curriculum Guide**

<b>Grade: 5</b>	<b>Content Area: General Music</b>
-----------------	------------------------------------

<ul style="list-style-type: none"> <li>● Student Critique</li> </ul>	
--	--

<b>Knowledge &amp; Skills</b>
-------------------------------

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

<b>Core Instructional &amp; Supplemental Materials</b>
--

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