Crest Memorial School Curriculum and Pacing Guide	
Grade: 5th Grade	Subject Area: General Music
Adoption Date:	Revision Date: September 2024

Mission and Vision Statements
Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. *Vision:* All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.

Integration of Technology
9.4.8.TL.6 9.4.8.TL.2:

21st Century Skills
9.4.8.GCA.1 9.4.8.GCA.2:

Career Education
9.2.8.CAP.3

Interdisciplinary Connection
6.2.8.HistoryCC.1.c

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504	● Allow verbalization before writing

Plans	● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	● Digital and Multimedia Assessments ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	● Baseline place labeling geography assessment
Alternative	● Performance Tasks ● Projects

Pacing Guide: Number of Days	
Unit Title: Songs and Structure of Composing a Song	Week 1: 4 days
Day 1: How is sound made?	Week 2: 3 days
Day 2: How is sound understood?	Week 3: 2 days
Day 3: How is sound turned into music?	Week 4: 1 day

Unit Learning Goals
Unit Title: Composing and Constructing Composition: The Science of Sound

Core Instructional Materials	Supplemental Materials

● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: How does a composer conceptualize, create and generate ideas for a song?	**MU.5.2.S2** [*Standard*] - Sing with accurate pitch, rhythm, diction, and posture, maintaining a steady tempo. **MU.5.1.E1** [*Standard*] - Devise and apply specific criteria for evaluating performances and compositions.	● Digital and Multimedia Assessments ● https://musiclab.chromeexperiments.com/Song-Maker/ ● Packets ● Independent Practice
● Day 2: How does one develop patterns and organize musical ideas?	**MU.5.3.4** [*Standard*] - Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition.	● Pentatonic Scale ● "Old MacDonald" ● Solfeggio Scale ● Chromatic Scales
● Day 3: How does one refining and complete their finished composition and products.	**MU.5.3.3** [*Standard*] - Improvise, compose, and arrange music to accompany readings and dramatizations. **MU.5.3.1** [*Standard*] - Improvise, compose, and arrange simple melodies on a given scale (e.g., pentatonic).	● Rotation Station ● Partner Practice ● Independent Practice
Day 4: What is sound? How is sound turned into a song? How do we understand Sound?	**MU.5.3.4** [*Standard*] - Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition.	● Smartboard ● Independent Presentations ● Partner Presentations ● Google Classroom

Inclusive concepts
● **Diverse Musical Repertoire** ● **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. ● **Highlight Underrepresented Composers and Musicians**: Introduce music by

composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.

- **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments**: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology**: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities**: For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning**: Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition**: Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts**: Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities**: Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring**: Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset**: Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
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Crest Memorial School Curriculum and Pacing Guide	
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Adoption Date:	Revision Date: October, 2024

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Assessments: Check list, end of unit rubric, performance assessment, choice boards	
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Benchmark	● Baseline place labeling geography assessment
Alternative	● Performance Tasks ● Projects

Pacing Guide: Number of Days	
Unit Title: Global Sounds and Scales	Week 1: 4 days
Day 1: How is the sound different from other scales?	Week 2: 3 days
Day 2: Globally where do you think these scales originate?	Week 3: 2 days
Day 3: Why are sounds different from other regions?	Week 4: 1 day

Unit Learning Goals
Unit 2: Sounds of the Season, Scales and Global Sounds Objective to Identify various sounds, scales and their difference between global regions.

Core Instructional Materials	Supplemental Materials

● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Understanding student cultural traditions in the home. What is Sound?	MU.5.5 [*Strand*] - Connect music to other art forms and subject areas through understanding the historical and cultural context of music MU.5.5.H1 [*Standard*] - Describe in writing the roles of musicians in each of the four periods of music history (e.g., Baroque, Classical, Romantic and Contemporary) and include a composer and composition representative of each period.	● Pentatonic Scale ● "Old MacDonald" ● Solfeggio Scale ● Chromatic Scales ● Spooky Scary Skeletons ● "Bach" Toccata & Fugue
● Day 2: How is sound associated with various different regions globally? How is Sound Produced?	**MU.5.5.H2** [*Standard*] - Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.	● Rotation Station ● Partner Practice ● Independent Practice
● Day 3: What are your first thoughts on these global sounds, scales and instruments? What is the Science of Sound?	**MU.5.5.H2** [*Standard*] - Listen to and identify, by genre or style, examples of music from various historical periods and world cultures. **MU.5.3.1** [*Standard*] - Improvise, compose, and arrange simple melodies on a given scale (e.g., pentatonic).	● Keyboards ● Xylophones ● Rotation Station **Digital Instruments**: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.
Day 4: Why are global scales and sounds different from various regions? What natural resources contribute? How is Sound turned into a song?	**MU.5.3.4** [*Standard*] - Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition. **MU.5.5.S1** [*Standard*] - Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).	● Smartboard ● Independent Presentations ● Partner Presentations ● Google Classroom **Affordable Instruments**: For broader access, consider low-cost instruments, such as xylophones, recorders, or ukuleles.

Inclusive concepts

● **Diverse Musical Repertoire**

- **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
- **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments**: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology**: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities**: For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning**: Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
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7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts**: Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students'

understanding of both music and history.

8. Fostering Collaboration and Teamwork

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Adoption Date:	Revision Date: November, 2024

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Pacing Guide: Number of Days	
Unit 3: Week 1: Musical Theater and it Global Impact	Week 1/ 4 Days
Unit 3: Week 2: What are the careers/ jobs in a Music Theatre Production?	Week 2/ 3 Days
Unit 3: Week 3: Compare and Contrast two musical play productions?	Week 3/ 2 Days
Unit 3: Week 4: What can you identify was different and the same about the play productions?	Week 4/1 Day

Unit Learning Goals
Unit 3: Analyze and Evaluate a Musical Play Production Theater and Its Global Impact **Unit Objectives:** ● Develop an awareness of different sounds and rhythms. ● Recognize and explore various musical instruments. ● Practice basic singing and vocal exercises.

- Understand basic music terms (loud, soft, fast, slow).
- Develop motor skills through rhythmic movement and dance.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: What did you appreciate about the recent show? Musical Theater and its Global Impact. What was appropriate audience behavior?	**MU.5.1** [*Strand*] - Listen to, analyze, and evaluate music **MU.5.1.E1** [*Standard*] - Devise and apply specific criteria for evaluating performances and compositions.	● Compare and contrast the recent Musical Theatre Show Lecture on cultural traditions ● Collaborative learning compare-and-contrast cultural traditions diagram. **Traditional Instruments**: Depending on the region, these could include indigenous instruments (e.g., djembe, sitar, marimba, didgeridoo) that are culturally relevant. - Pentatonic Scale "Old MacDonald" - Solfeggio Scale - Chromatic Scales - Spooky Scary Skeletons - KashmirDigital and Multimedia Assessments - https://musiclab.chromeexperiments.com/Song-Maker/ - Packets - Independent Practice
● Day 2: What are the careers/ jobs in a Music Theatre Production? Describe the characteristic you liked to listen to during	**MU.5.1.E2** [*Standard*] - Identify and analyze difference in tempo and dynamics in contrasting music selections.	**Standard Instruments**: Piano, guitar, drums, violins, etc. can be taught in most global settings.

the play? What music patterns can you identify?	**MU.5.1.L2** [*Standard*] - Analyze how musical sounds are used in various genres and culture.	● Google Classroom ● Slides ● Partner Practice
● Day 3: Compare and Contrast two play productions? Can you identify and describe the musical elements that were similar and different? How did each character interpret their character differently from each other?	**MU.5.1.E2** [*Standard*] - Identify and analyze difference in tempo and dynamics in contrasting music selections. **MU.5.1.L1** [*Standard*] - Define the special properties of musical sounds (pitch, duration, volume and timbre).	
Day 4: What can you identify was different and the same about the play productions? What instruments, props, songs or lines were the same? What was different?	**MU.5.1.L4** [*Standard*] - Demonstrate perceptual skills by listening to and comparing and contrasting music of various styles and cultures. **MU.5.1.L3** [*Standard*] - Identify vocal and instrumental ensembles from a variety of genres and cultures (e.g., classical, jazz, blues, gamelan, mariachi, cambia, salsa, mambo, reggae).	**Digital Instruments**: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education. ● Keyboards ● Xylophones ● Rotation Station

Inclusive concepts

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Pacing Guide: Number of Days	
Unit 4: Learning Holiday Songs **Week 1: Holiday Songs and Rhythms**	Week 1/ 4 Days
Week 2: Holiday Music and Movement	Week 2/ 3 Days
Week 3: Holiday Around the World	Week 3/ 2 Days
Week 4: Evaluate Holiday Performances	Week 4/1 Day

Unit Learning Goals
Unit 4: Unit 4: Learning Holiday Songs **Objective:** ● Students will listen to holiday songs, identify rhythms, and participate in simple

movement activities.
● Students will explore music and movement while learning about the season of winter.
● Students will learn about different holiday music from various cultures and explore diverse holiday traditions.
● Students will learn about different Christmas traditions and explore music from around the world.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: "Do you hear what I hear?" Which songs are you familiar with for the Holidays? Using the classroom instruments, can you use the notation to learn the following songs?	**MU.5.1.L2** [*Standard*] - Analyze how musical sounds are used in various genres and culture **MU.5.2.P1** [*Standard*] - Perform melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, ostinatos, and two-part harmony, by oneself and with others, on classroom instruments.	● "Old MacDonald" ● Solfeggio Scale ● Chromatic Scales ● "Dance of the Sugar Plum Fairy" ● "Carol of the Bells" ● "Dreidel" ● "Jingle Bells" ● Digital and Multimedia Assessments ● https://musiclab.chromeexperiments.com/Song-Maker/ ● Packets ● Independent Practice
● Day 2: Can you dance the Hora? Can you find the beat? Which instruments are we using?	**MU.5.3.1** [*Standard*] - Improvise, compose, and arrange simple melodies on a given scale (e.g., pentatonic). **MU.5.2.S3** [*Standard*] - Sing in groups, blending vocal timbres, dynamic levels, and respond to the cues of the conductor.	**Standard Instruments**: Piano, guitar, drums, violins, etc. can be taught in most global settings. ● Xylophone ● Glockenspiels ● Keyboards ● Google Classroom ● Slides ● Partner Practice

● Day 3: What did you like about your school performance? What is the tempo of each cultural sound? What do Holiday celebrations look like around the world? What scales did you hear during the performance?	**MU.5.3.3** [*Standard*] - Improvise, compose, and arrange music to accompany readings and dramatizations.	
Day 4: What was your favorite part of the Holiday Concert? What does your Holiday Celebration look like?	**MU.5.2** [*Strand*] - Sing and perform on instruments alone and with others, a varied repertoire of music	**Digital Instruments**: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education. ● Keyboards ● Xylophones ● Rotation Station

Inclusive concepts

● **Diverse Musical Repertoire**

- **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
- **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
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- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts**: Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

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Crest Memorial School Curriculum and Pacing Guide	
Grade: 5th Grade	Subject Area: General Music
Adoption Date:	Revision Date: January, 2024

Mission and Vision Statements
Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. *Vision:* All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.

Integration of Technology
9.4.8.TL.6 9.4.8.TL.2:

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9.4.8.GCA.1 9.4.8.GCA.2:

Career Education
9.2.8.CAP.3

Interdisciplinary Connection
6.2.8.HistoryCC.1.c

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
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Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504	● Allow verbalization before writing

Plans	● Use audio materials when necessary
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Assessments: Check list, end of unit rubric, performance assessment, choice boards	
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Summative	● Digital and Multimedia Assessments ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	● Baseline place labeling geography assessment
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Pacing Guide: Number of Days	
Unit 5: The Importance of Say As You Play: Notation and Rhythm Week 1: Lesson 1: Introduction to Music Notation (Quarter Notes and Eighth Notes)The Staff: The five lines and four spaces where notes are placed.	Week 1/ 4 Days
Week 2: Lesson 2: **Rhythm Recognition and Performance** The Treble Clef: The symbol used to indicate the pitch of notes in most music. Quarter Note (♩): Represents one beat in common time.	Week 2/ 3 Days
Week 3: Lesson 3: Putting It All Together – Simple Rhythms. Half Note (♫): Represents two beats. Rest (◉): Represents silence for a certain amount of time (e.g., quarter rest = 1 beat of silence).	Week 3/ 2 Days
Week 4: Lesson 4: Rhythm Games and Activities. High and Low Sounds:	Week 4/1 Day

Relating the placement of notes to pitch.
Patterns of Beats: Simple rhythmic patterns, such as clapping and tapping.

Unit Learning Goals
● **Unit 5: Objective: If you can Play, you can Say! Notation and Rhythm Recognition** ● **By the end of the lesson, students will be able to identify and write basic music notation (quarter notes, eighth notes, half notes) and understand and perform simple rhythmic patterns.** **5th Grade Music Notation and Rhythm Recognition Lesson Plan** **Lesson Objectives:** **By the end of this lesson, students will:** 1. **Understand and identify basic note values (whole note, half note, quarter note, eighth note).** 2. **Recognize basic rests (whole rest, half rest, quarter rest).** 3. **Accurately clap or play basic rhythms from a notation sheet.** 4. **Learn to use a metronome to keep time.** ●

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

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Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Can you improve your sound? Where do music notes go? Where do the notes sit? On the lines and spaces?	**MU.5.4** [*Strand*] - Read and notate music	● Pentatonic Scale ● "Old MacDonald" ● Solfeggio Scale ● Chromatic Scales ● Blues Scale ● John Williams ● "Star Wars" ● Keyboards

	MU.5.3.2 [*Standard*] - Improvise, compose, and arrange basic rhythmic, melodic and harmonic patterns on classroom instruments and available technology. 0x	● Glockenspiels ● Boomwackers
● Day 2: What is the difference between Major and Minor? Which instruments can you identify that have a high sound and which have a low sound?	MU.5.4.1 [*Standard*] - Read (using rhythmic solfege) rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).	● Glockenspiels ● Xylophones ● Rotation Station ● Partner Practice ● Independent Practice
● Day 3: Using the Solfeggio Scale, can you make a new scale for each note? What is the difference between quarter, and half notes? High sounds go up, low sounds go down on the staff!" Can you draw notes on the staff to show how high and low notes would appear?	**MU.5.4.1** [*Standard*] - Read (using rhythmic solfege) rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).	
Day 4: What do you need to construct a chord? Do you know the Solfeggio Scale? Forte? Piano? Rhythm Notation: Explain that each	**MU.5.4.4** [*Standard*] - Recognize and construct basic chords and chord patterns (e.g., I, V, and V7).	**Digital Instruments**: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.

symbol tells us how long to play (quarter note = 1 beat, half note = 2 beats, rest = silence for 1 beat).		● Keyboards ● Xylophones ● Rotation Station

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Pacing Guide: Number of Days	
Unit 6: Celebration of American Jazz Music	Week 1/ 4 Days
Unit 6: Help students get familiar with the sound and feeling of jazz. Week 1: Introduction to Jazz with Listening	Week 2/ 3 Days
Week 2: Call and Response Singing	Week 3/ 2 Days
Week 3: Basic Rhythm with Jazz Clapping	Week 4/1 Day
Week 4: Jazz Dance Movement	

Unit Learning Goals
● **Unit 6: Objective: Objective: Introduce 5th-grade students to the basics of jazz music, including its history, key elements, and the role of improvisation.** **Objective: Introduce 5th-grade students to the basics of jazz music, including its**

history, key elements, and the role of improvisation.

Objective:

- **Understand what jazz music is and its key elements (improvisation, swing rhythm, call-and-response).**
- **Learn about some important jazz instruments (trumpet, saxophone, piano, drums, bass).**
- **Experience playing simple jazz rhythms and improvisation.**

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: "Does it sound happy or slow?" What is Improvisation?	**MU.5.1.E1** [*Standard*] - Devise and apply specific criteria for evaluating performances and compositions. 0x **MU.5.1.L3** [*Standard*] - Identify vocal and instrumental ensembles from a variety of genres and cultures (e.g., classical, jazz, blues, gamelan, mariachi, cambia, salsa, mambo, reggae). 0x **MU.5.1.L1** [*Standard*] - Define the special properties of musical sounds (pitch, duration, volume and timbre). 0x	Trumpet Saxophone Piano Drums Double Bass - **"When the Saints Go Marching In"** – A classic jazz tune, easy to sing along to and familiar to many children. - **"Take Me Out to the Ball Game"** – Fun and easy, this song can be played with a swing rhythm to introduce jazz. - **"C Jam Blues"** (Duke Ellington) – A simple melody that's fun to play and hum to! - **"This Land Is Your Land"** – A folk tune that can be turned into

	MU.5.1.L2 [*Standard*] - Analyze how musical sounds are used in various genres and culture.	0x
		0x
	MU.5.1.L4 [*Standard*] - Demonstrate perceptual skills by listening to and comparing and contrasting music of various styles and cultures.	
	MU.5.5.H1 [*Standard*] - Describe in writing the roles of musicians in each of the four periods of music history (e.g., Baroque, Classical, Romantic and Contemporary) and include a composer and composition representative of each period.	0x
		0x
		0x
● Day 2: What are typical Jazz instruments? Can you	**MU.5.5.H2** [*Standard*] - Listen to and identify, by genre or style,	● Identify Loud and Soft sound

Column 3 content (aligned to top):

a jazzy version for fun improvisation.
- Boomwackers
- Echoing
- Rhythm Relay
- Drawing Notes on the Board
- Music Freeze Style Dance
- **"I love You, You Love Me"**
- **Barney - I Love You (SONG with LYRICS)**
- **"Heart and Soul"**
- **Heart and Soul Hoagy Carmichael Loesser Train Play That Song LYRICS WORDS SING ALONG SONGS 1930 1940**
- **"On Top of Spaghetti"**
- **On Top of Spaghetti**

echo me?	examples of music from various historical periods and world cultures. **MU.5.1.E2** [*Standard*] - Identify and analyze difference in tempo and dynamics in contrasting music selections.	● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
● Day 3:"Can you hear the trumpet or piano?"		
Day 4: "How does this music make you want to move?"	**MU.5.5.S2** [*Standard*] - Produce sound fundamentals for classroom instruments. **MU.5.5.S1** [*Standard*] - Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).	●

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Crest Memorial School Curriculum and Pacing Guide	
Grade: 5th Grade	Subject Area: General Music
Adoption Date:	Revision Date: March, 2024

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Gifted and Talented	● Student Choice
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Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

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Pacing Guide: Number of Days	
Unit 7: Traditional Sounds from Ireland and its impact on America Week 1: **Identify Irish music**: Recognize simple elements of Irish music, such as lively tempos and dance rhythms.	Week 1/ 4 Days
Week 2**. Engage with Irish instruments**: Introduce basic instruments, such as the tambourine or Irish drum (bodhrán), and their sounds.	Week 2/ 3 Days
Week 3: Learn an Irish song: Teach a simple, fun Irish song like "The Irish Washerwoman."	Week 3/ 2 Days

Week 4: **Movement and Dance**: Introduce a basic Irish dance move, or encourage free movement to the music.	Week 4/1 Day

Unit Learning Goals
● **Unit 7: Objective: Connecting American Music to Irish Cultural Sounds and Movement** **Objective:** ● **Students will learn about Irish music and its cultural significance.** ● **Students will explore traditional Irish instruments and rhythms.** ● **Students will participate in an Irish folk song and practice simple Irish music rhythms.**

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
1) Has anyone ever heard Irish music before? What is an Irish sound? 2) What instruments create the sound of Irish music? 3) Where is Ireland? What Holiday is traditionally celebrated in the United States during the month of March?	MU.5.5 [*Strand*] - Connect music to other art forms and subject areas through understanding the historical and cultural context of music MU.5.5.H1 [*Standard*] - Describe in writing the roles of musicians in each of the four periods of music 0x	● *Fiddle*: **A type of violin, played in many Irish folk tunes.** ● *Tin whistle*: **A small flute-like instrument that's easy to play and very common in Irish music.** ● *Bodhrán*: **A big round drum played with a stick (called a "tipper").**

4) How does Irish Music Connect to American culture? Can anyone demonstrate what you think Irish dancing looks like? How do we move to Irish music?	history (e.g., Baroque, Classical, Romantic and Contemporary) and include a composer and composition representative of each period. **MU.5.5.H2** [*Standard*] - Listen to and identify, by genre or style, examples of music from various historical periods and world cultures. 0x **MU.5.5.S1** [*Standard*] - Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm). 0x **MU.5.5.S2** [*Standard*] - Produce sound fundamentals for classroom instruments.	● *Uilleann pipes***: Irish bagpipes that are smaller and played with both hands and feet.** ● *Accordion***: A squeezebox that plays with air and buttons.** ● **Bodhrán (Irish Drum)**: Show a picture of a bodhrán and demonstrate how it is played (usually with a small stick called a "tipper"). If you have a hand drum or tambourine, let the kids tap along to the beat to mimic the sound. ● **Fiddle**: Briefly talk about the Irish fiddle, a type of violin, and how it's played in Irish folk music. ● **Tin Whistle**: Mention this simple wind instrument, explaining how it sounds like a high-pitched flute. If you have a whistle or a similar item, let children listen to the sound. ● ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance **Irish Dance Movements: Irish dancing involves quick, lively steps. Teach**

		the children a simple, fun movement: 1. **Step forward with one foot.** 2. **Hop on the same foot.** 3. **Switch feet and repeat.** ●
		● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
		● Liste[Goodbye, So Long, Farewell](#)ning to Global Sounds ● Taking turns with bells, glockenspiels ● Various musical instruments (bells, drums, tambourine)

Inclusive concepts

● **Diverse Musical Repertoire**

  ● **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
  ● **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized

communities.

- **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

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- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
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Crest Memorial School Curriculum and Pacing Guide	
Grade: 5th Grade	Subject Area: General Music
Adoption Date:	Revision Date: April, 2024

Mission and Vision Statements
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9.4.8.TL.6 9.4.8.TL.2:

21st Century Skills
9.4.8.GCA.1 9.4.8.GCA.2:

Career Education
9.2.8.CAP.3

Interdisciplinary Connection
6.2.8.HistoryCC.1.c

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Benchmark	● Baseline place labeling geography assessment
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Pacing Guide: Number of Days	
Unit 8: Songs Welcoming the Spring Season Week 1: **Welcome Spring with Song** **Objective:** Teach a song related to spring that includes lyrics about the season, nature, or the renewal of life. Show how dynamics (loud and soft) and tempo (fast and slow) can reflect the moods and activities of spring. Introduce the season of spring through a simple, interactive song.	Week 1/ 4 Days
Week 2**. Nature Sounds & Rhythms** **Objective: Allow students to compose their own spring-inspired pieces, experimenting with melodies and rhythms. Teach students about rhythm and how different rhythmic patterns can represent various aspects of spring. Help children understand rhythms by exploring sounds they might hear in spring.**	Week 2/ 3 Days

Week 3: **Spring Movement & Dance** **Objective:** Teach students about rhythm and how different rhythmic patterns can represent various aspects of spring. Use rhythm and instruments to mimic the sounds of spring. Integrate movement and dance into music to reflect the energy of spring.	Week 3/ 2 Days
Week 4: **Springtime Story & Song** **Objective:** Combine visual art and music to create a deeper connection with spring. Combine a simple spring story with music and song to encourage creativity.	Week 4/1 Day

Unit Learning Goals
Objective: ● Understand how music can represent seasons and nature. Learn to create sounds that represent different elements of nature. Practice singing in harmony with the music and express the joy of spring. Practice basic rhythmic skills while connecting sounds to natural phenomena. Foster creativity, teamwork, and an understanding of composition. Reinforce the connection between spring sounds and musical instruments. ●

Core Instructional Materials	**Supplemental Materials**
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
1) How does the music make them feel? What is a Spring		Impressionist Painters Monet and songs:

sound? What happens in spring? Can you echo me on your instrument the sound of the season? 2) What images does the music paint in their minds?What sounds do you hear in spring? (Birds, rain, wind, etc.) 3) Can they imagine flowers blooming or animals playing? What colors do you see in spring? (Green, flowers, blue sky) 4) Can you compose your own song for Spring time? What instruments create the sound of Spring music? How do we move to Spring music?	**MU.5.3** [*Strand*] - Improvise, arrange, and compose music **MU.5.3.1** [*Standard*] - Improvise, compose, and arrange simple melodies on a given scale (e.g., pentatonic). 0x **MU.5.3.2** [*Standard*] - Improvise, compose, and arrange basic rhythmic, melodic and harmonic patterns on classroom instruments and available technology. 0x **MU.5.3.3** [*Standard*] - Improvise, compose, and arrange music to accompany readings and dramatizations. 0x **MU.5.3.4** [*Standard*] - Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition. 0x **MU.5.4** [*Strand*] - Read and notate music **MU.5.4.1** [*Standard*] - Read (using rhythmic solfege) rhythmic notation, including sixteenth notes, dotted notes, and syncopation 0x	"Claire de Lune" Chopin: Marriage d'Amour **"Ode to Joy," Beethoven** ● **"Vivaldi's "Spring" from *The Four Seasons*: Discuss how the music mimics the sounds of nature (birds chirping, flowing streams, etc.).** ● **Beethoven's "Pastoral Symphony": Talk about how this symphony captures the feeling of countryside life and renewal in spring.** ● **Here comes the Sun"** ● **"Old MacDonald Had a Farm"** ● **"Spring Theme" Vivaldi** ● **Rain Sticks, Scarfs, Thunder tube and Xylophones** ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance ● **Birdsong: Use a xylophone, glockenspiel, or even a small bell to mimic birds chirping.** ● **Raindrops: Use rainsticks or shake small containers**

	(e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).	**with rice to create a raindrop effect.** ● **Wind: Use a scarf or a soft breath sound to imitate the wind.** ● **Thunder: Tap on drums or clap hands to imitate thunder.**
	MU.5.4.2 [*Standard*] - Read (sing) melodic notation in treble clef in major keys and minor keys, using solfege. 0x	● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance ● "Spring is Here" (a traditional folk song).
	MU.5.4.3 [*Standard*] - Use standard symbols to notate meter, rhythm, pitch, and dynamics in song. 0x	● "The Ants Go Marching" (for a playful, rhythmic approach).
	MU.5.4.4 [*Standard*] - Recognize and construct basic chords and chord patterns (e.g., I, V, and V7).	● "Morning Has Broken" (a more reflective, serene springtime song). ● **Birdsong: Use a xylophone, glockenspiel, or even a small bell to mimic birds chirping.** ● **Raindrops: Use rainsticks or shake small containers with rice to create a raindrop effect.** ● **Wind: Use a scarf or a soft breath sound to imitate the wind.** ● **Thunder: Tap on drums or clap hands to imitate thunder.**
		● Identify Loud and Soft sound ● Parachute

		(xylophone, keyboard, etc.) - Music with different tempos (fast/slow) - Scarves or ribbons for movement - Identification game
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Crest Memorial School Curriculum and Pacing Guide	
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Adoption Date:	Revision Date: May, 2024

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Pacing Guide: Number of Days	
Unit 9: Making our own Composition Week 1:.**What is Composition?** ● **Introduce the idea of composing music**: "Composing means making up our own music! It's like creating a story, but with sounds instead of words."	Week 1/ 4 Days
Week 2**. What is Simple Rhythms** ● **Show children a few basic rhythms using large visuals (e.g., a quarter note for a short sound, a half note for a longer sound, and a rest for silence).**	Week 2/ 3 Days
Week 3:**Composing Together**	Week 3/ 2 Days

● Now, ask the children to **create their own short rhythm patterns** with your help. You can provide them with some choices.	
Week 4: **Sharing our Compositions: Partner Practice and small group performances.**	Week 4/1 Day

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Unit Learning Goals
Lesson Objectives: Students will understand basic concepts of music composition, including rhythm, melody, and structure, and will create their own short piece of music. By the end of the lesson, students will: 1. Understand the concept of composing simple melodies and rhythms. 2. Experiment with creating their own short musical phrases. 3. Be introduced to basic musical symbols (notes, rest, rhythm). 4. Engage in creative group activities to make music together.

Core Instructional Materials	Supplemental Materials
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Daily Targets	NJSLS Performance Expectations	Instructional Activities
1) **Rhythm**: The pattern of beats in music. Rhythm can be fast or slow, and it's what makes us tap our feet or clap our hands. What kinds of sounds do they hear? "Let's make a rhythm that	**MU.5.2** [*Strand*] - Sing and perform on instruments alone and with others, a varied repertoire of music	*Compose Your Own Melody:* *Now that students understand melody and rhythm, they will create their own short piece of*

goes clap, clap, rest, clap. Can you do that?"

2) **Melody**: A series of notes played or sung in a sequence. It's what you hum when you're thinking of a song. How could we tap that rhythm? "Now let's make a rhythm with your favorite claps and rest sounds."

3) **Harmony**: The combination of different notes played at the same time (this will be introduced later as they get more advanced)."Let's make a rhythm with quarter notes and rests. We'll clap for the quarter notes and be quiet for the rest!"

4) **Tempo**: How fast or slow the music is played. "This is a melody. It's like a song with notes that go up and down. What do you think it sounds like? Happy? Sad? Silly?"

MU.5.2.P1 [*Standard*] - Perform melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, ostinatos, and two-part harmony, by oneself and with others, on classroom instruments.

0x

MU.5.2.P2 [*Standard*] - Use appropriate embouchure and breath control, bowing or drumstick grip to produce tones on instruments.

0x

MU.5.2.P3 [*Standard*] - Perform independent instrumental parts while other students sing or play contrasting parts.

0x

MU.5.2.P4 [*Standard*] - Accompany singing with rhythm and/or melody instruments.

0x

MU.5.2.P5 [*Standard*] - Maintain instruments, voice, performance and practice areas carefully and responsibly.

0x

MU.5.2.S1 [*Standard*] - Sing from memory a varied repertoire of songs representing diverse genres, styles and cultures, including rounds/canons,

0x

music.

- *Step 1: Choose a rhythm pattern (e.g., quarter notes or a combination of quarter and half notes).*
- *Step 2: Write a short melody using 4 to 8 notes.*
- *Step 3: Add rhythm to your melody (decide how long each note should last).*
-
- Boomwackers
- Echoing
- Rhythm Relay
- Drawing Notes on the Board
- Music Freeze Style Dance
- "Spring is Here" (a traditional folk song).
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	descants, and songs with ostinatos and songs in two-part harmony, alone and with others. **MU.5.2.S2** [*Standard*] - Sing with accurate pitch, rhythm, diction, and 0x posture, maintaining a steady tempo. **MU.5.2.S3** [*Standard*] - Sing in groups, blending vocal timbres, dynamic levels, and respond to the cues of the conductor.	• **Thunder: Tap on drums or clap hands to imitate thunder.**
		• Identify Loud and Soft sound • Parachute • (xylophone, keyboard, etc.) • Music with different tempos (fast/slow) • Scarves or ribbons for movement • Identification game
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Crest Memorial School Curriculum and Pacing Guide	
Grade: 5th Grade	Subject Area: General Music
Adoption Date:	Revision Date: June, 2024

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Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. *Vision:* All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.

Integration of Technology
9.4.8.TL.6 9.4.8.TL.2:

21st Century Skills
9.4.8.GCA.1 9.4.8.GCA.2:

Career Education
9.2.8.CAP.3

Interdisciplinary Connection
6.2.8.HistoryCC.1.c

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504	● Allow verbalization before writing

Plans	● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	● Digital and Multimedia Assessments ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	● Baseline place labeling geography assessment
Alternative	● Performance Tasks ● Projects

Pacing Guide: Number of Days	
● **Unit 10: Music Evaluating and Reflection** ● ● Week 1:.**Sing familiar songs**: Ask the kids what songs they remember from the year. For example, songs like "Twinkle, Twinkle, Little Star," "If You're Happy and You Know It," or "The Wheels on the Bus" are likely to be favorites. Sing together and encourage hand motions or actions that go with the song.	Week 2/ 2 Days
Week 2**. Music Concept Review:** ● **Loud and soft: Play a song and ask the children to make loud and soft noises with their instruments.** ● **Fast and slow: Play a song and have the children move or clap fast or slow depending on the tempo.**	Week 2/ Day 2

●	

Unit Learning Goals

Objective:

- **Review key concepts learned throughout the year.**
- **Celebrate the end of the school year with a fun, interactive music session.**
- **Encourage creativity, cooperation, and self-expression.**
1.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Personal Reflection Questions for Students: ● *What was your favorite part of music class this year?* ● *Can you name a song or instrument that you really enjoyed learning about?* ● *What do you feel*	**MU.5.1** [*Strand*] - Listen to, analyze, and evaluate music **MU.5.1.E1** [*Standard*] - Devise and apply specific criteria for evaluating performances and 0x	**Materials: Paper, pencils.** **How it works: At the end of the lesson or the year, give students a quick exit slip where they**

proud of in your music learning this year? ● *What would you like to learn more about in music next year?* 1) What were your favorite activities, song or element of music we learned about this year? 2) Play for us your favorite song or melody on your favorite instruments.	compositions. **MU.5.1.E2** [*Standard*] - Identify and analyze difference in tempo and 0x dynamics in contrasting music selections. **MU.5.1.L1** [*Standard*] - Define the special properties of musical sounds (pitch, duration, volume and timbre).	**respond to prompts like:** ● **"My favorite song we learned this year was... and here's why."** ● **"The most interesting thing I learned in music this year was..."** ● **"If I could be any musical instrument, I would be a _____ because..."** **Sharing: You can collect and read some of the responses out loud or use them to spark a final class discussion.** ●
		●

Inclusive concepts

● **Diverse Musical Repertoire**

- **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
- **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature

works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments**: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology**: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities**: For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning**: Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition**: Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts**: Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities**: Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring**: Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset**: Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement**: Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.