



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Visual & Performing Arts

COURSE: General Music, Grade 5

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: General Music, Grade 5

Department: Visual & Performing Arts

Board Approval	Supervisor	Notes
August 2009	Justine Salvo	Born Date
August 2019	Valerie Sorce	Review
August 2022	Derek Tranchina	Alignment to New Standards and Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandates

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Township of Ocean Pacing Guide	
Week	Unit/Topic
1	Unit 1: Listening - Analysis
2	Unit 1: Listening - Analysis
3	Unit 2: Performance - Melody & Singing
4	Unit 2: Performance - Melody & Singing
5	Unit 2: Performance - Melody & Singing
6	Unit 3: Performance - Timbre & Instruments
7	Unit 3: Performance - Timbre & Instruments
8	Unit 3: Performance - Timbre & Instruments
9	Unit 4: Musical Elements - Rhythm & Beat
10	Unit 4: Musical Elements - Rhythm & Beat
11	Unit 5: Musical Elements - Form & Expression
12	Unit 5: Musical Elements - Form & Expression
13	Unit 6: Musical Elements - Harmony
14	Unit 6: Musical Elements - Harmony
15	Unit 7: Creating - Movement & Improvising
16	Unit 7: Creating - Movement & Improvising
17	Unit 8: Creating - Composing

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18	Unit 8: Creating - Composing
19	Unit 9: Connections - Performance and Audience Etiquette
20	Unit 10: Connections - Music History, Society, Culture, and other art forms

Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 10

Core Instructional & Supplemental Materials including various levels of Texts

Online resources, www.musictheory.net, solfege/sight singing workbooks, teacher-curated materials, music, teacher created materials, various DVDs, CDs, and multimedia to support curriculum.

All materials should reflect repertoire, composers, cultures, and history of diverse contacts and resources.

www.ACDA.org (diverse resources for repertoire and teaching materials)

www.njmea.org (diverse resources for repertoire and teaching materials)

<https://acda.org/publications>

<https://njmea.org/professional-resources/>

Time Frame	2 weeks - ongoing
Topic	
Unit 1: Listening - Analysis	
Alignment to Standards	
1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	

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- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Learning Objectives and Activities

Students will be able to:

- compare and contrast melodies, rhythms, and music compositions
- View a performance of a school band or chorus performance and write a written critique describing the music heard and suggest areas of improvement
- Critically listen to a specific piece of music and fill out evaluation form
- Read critiques of music that display a broad knowledge of music genres and styles and create a vocabulary list to be used for music critique
- Perform for class and critique peers
- identify musical elements using specific content vocabulary
- identify melodies, rhythms, musical genres, chord changes, and story elements of a piece in both professional, peer, and self performances.

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

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- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Career Education

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CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	3 weeks - ongoing
Topic	
Unit 2: Performance - Melody & Singing	
Alignment to Standards	
1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	

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Learning Objectives and Activities

Students will be able to:

- learn musical and developmental skills to sing and play an instrument
- understand that music making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- understand that posture affects tone quality and healthy vocal production
- understand that breathing affects in-tune singing
- understand that good posture shows confidence and professionalism
- understand that Solfege relates to Curwen Hand Signs to make and create different pitches in ones voice
- understand that Major and minor modes are tonally different and require different tuning

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	3 weeks - ongoing
Topic	
Unit 3: Performance - Timbre & Instruments	
Alignment to Standards	
• 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. • 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. • 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. • 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. • 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). • 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. • 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. • 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. • 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. • 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. • 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). • 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. • 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.	

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Learning Objectives and Activities

Students will be able to:

- study and listen to different performances to identify the different qualities of instruments and performers
- critique performers based on the quality of performers' timbre
- identify instruments and performers based on timbre quality
- Utilize individual instrumental and unconventional vocal timbre.
- Acquire content specific vocabulary
- execute playing instruments in 3-Part harmony, ostinati, chord patterns with 2 or 3 chords, while reading a score.
- Identify notes by pitch name and proper fingering Identify and perform note and rest values: whole, dotted half, half, dotted quarter, quarter, and eighth
- Perform and understand basic dynamic signs: piano, mezzo piano, mezzo forte, forte, crescendo and decrescendo
- Demonstrate proper instrument assembly techniques
- Produce a characteristic tone quality with consideration to embouchure, posture and breath support
- Properly store and care for instruments
- Rehearse musical selections demonstrating basic ensemble performance concepts: blend, balance and intonation

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

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Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

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CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
Topic	
Unit 4: Musical Elements - Rhythm & Beat	
Alignment to Standards	
1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	





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- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Learning Objectives and Activities

Students will be able to:

- perform various rhythms by rote and through note reading
- compose various rhythms by rote and through note reading
- understand rhythmic dictations
- identify time signatures and rhythms in meters 2/4, 3/4, 4/4, 6/8, tempo markings and meanings.
- discover/find the pulse or meter of a piece through listening
- conduct music and discover the meter or pulse
- Acquire vocabulary appropriate to concepts: meter, time signatures, tempo markings, simple meter, compound meter, syncopation, dotted rhythms

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

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LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	1 week - ongoing
Topic	
Unit 5: Musical Elements - Form & Expression	
Alignment to Standards	
1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	

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- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
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- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

Students will be able to:

- listen to and analyze new and familiar pieces to determine form
- compose pieces to demonstrate knowledge of form
- improvise demonstrating knowledge of form
- Understand and navigate through musical elements in a score.
- Recognize theme and variation, motives, through repetition, sequence, parallel, and contrasting.
- Appreciate different professional and amateur performances of pieces in symphonies and their movements, parts of opera, musical theatre, band and choral music.
- identify and perform using articulations and dynamics: staccato, legato, ritardando, diminuendo, crescendo, and expression through dynamics.
- describe and explain expression in performance

Assessments

Formative:

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Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

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Time Frame	2 weeks - ongoing
Topic	
Unit 6: Musical Elements - Harmony	
Alignment to Standards	
1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.	

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COURSE: General Music, Grade 5

- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

Students will be able to:

- Sight-sing short examples or melodies in class
- Sight-sing passages within the repertoire
- sight-sing other choir members voice parts, challenging themselves to read on different clefs
- Execute Ear training exercises
- Understand Melodic dictation
- Understand Rhythmic dictation
- Understand Figured Bass dictation of simple I - IV - V patterns
- examine and discuss texture in monophonic, homophonic, heterophonic, and polyphonic music.
- Understand and communicate the difference in consonance and dissonance.

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- Acquire knowledge of content based vocabulary: monophonic, homophonic, heterophonic, polyphonic, texture, harmony, melody, unison, consonance, dissonance

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving

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process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
Topic	
Unit 7: Creating - Movement & Improvisation	

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COURSE: General Music, Grade 5

Alignment to Standards

- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

Students will be able to:

- Understand that Music is influenced by society, history and culture
- Understand that Music is influenced by other art forms
- Understand that Music speaks through language barriers
- Understand that The history of the world is told through music.
- Understand that Dance and music have worked hand and hand throughout history
- identify historical, social and cultural influences related to music
- Understand humankind past, present and future and of music as a form of human expression.
- Understand that Music is organized sound.
- Understand that Structure creates order and clarity in music.
- Understand that the main idea of most musical compositions is expressed through the melody/central idea.
- Understand that layering two or more simultaneous sounds creates harmony.
- Understand that layering the proper intervals of two or more simultaneous sounds creates pleasing harmony: consonance
- Produce a series of sounds of repeated or varied duration to create rhythm.
- Understand that Timbre adds color and variety to sound.
- Understand that Good tone quality is created through correct technique.

Assessments

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Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.

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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
Topic	
Unit 8: Creating - Composing	
Alignment to Standards	
• 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). • 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.	

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- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

Students will be able to:

- Listen to music from different cultures and time periods
- Discuss the history and related art forms of the time period surrounding choral repertoire.
- Conduct Socratic discussions about the history, society, and culture

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- Prepare and deliver Class presentations about history, society and culture surrounding the music
- Move in response to music, to reinforce musical elements.
- Explore choreography to music in different cultures.
- Explore and create body percussion
- sing or play simple improvised melodies within a pentatonic scale, major scale pattern and minor scale pattern using Orff instruments, ukuleles, and any other instruments in the class
- accompany classmates with simple I - IV - V patterns or ostinatos while classmates improvise melodies using Orff instruments, ukuleles, and any other instruments in the class
- create ostinati for classmates to improvise above using Orff instruments, ukuleles, and any other instruments in the class

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

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COURSE: General Music, Grade 5

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	1 week - ongoing
Topic	
Unit 9: Connections - Performance and Audience Etiquette	
Alignment to Standards	
1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	

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- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

Students will be able to:

- Discuss and experience performance etiquette for different genres and concert settings
- Listen to music from different cultures and time periods
- Discuss the history and related art forms of the time period surrounding choral repertoire.
- Conduct Socratic discussions about the history, society, and culture
- Prepare and deliver class presentations about history, society and culture surrounding the music
- demonstrate correct concert behavior as a performer and as an audience member.

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

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- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	1 week - ongoing
Topic	
Unit 10: Connections - Music History, Society, Culture and other art forms	
Alignment to Standards	
1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.	

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- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

Students will be able to:

- Listen to music from different cultures and time periods
- Discuss the history and related art forms of the time period surrounding choral repertoire.
- Conduct Socratic discussions about the history, society, and culture
- Prepare and deliver class presentations about history, society and culture surrounding the music
- identify the uses of music in society and culture; relationships and processes of other art forms to the choral singing; the effects of society, culture and technology on music.
- explore the historical contributions of musicians from the LGBTQ community (e.g. Benjamin Britten, Dame Ethel Smyth, Francis Poulenc, Tchaikovsky, Handel, Chopin, etc.)
- explore the historical contributions of musicians with disabilities (e.g. Beethoven, Reinhardt, Ray Charles, Rick Allen, etc.)

Assessments

Formative:

- Socratic Discussions

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COURSE: General Music, Grade 5

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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DEPARTMENT: Visual & Performing Arts

COURSE: General Music, Grade 5

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Visual & Performing Arts

COURSE: General Music, Grade 5

- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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