Little Egg Harbor School District Curriculum Guide

General Music: Grades 3-5

BOE APPROVAL DATE: 08/19/2025

Little Egg Harbor School District Curriculum Guide

Grade: 3-5	**Content Area: General Music**

Original Adoption: September 20, 2022
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Updated Date: July 8, 2024
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Recommended Pacing Guide	
Rhythm	10-15 days throughout
Melody	10-15 days throughout
Form/Movement	10-15 days throughout
Instrumental	10-15 days throughout

Unit 1: Rhythm	**Duration: 10-15 days throughout**

Suggested Accommodations

Multilingual Learners:

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

Special Education/Students with Disabilities:

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

504 Plans:

Grade: 3-5	Content Area: General Music

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

Gifted and Talented:

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

Students in Need of Academic Support:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

Little Egg Harbor School District Curriculum Guide

Grade: 3-5	Content Area: General Music

New Jersey Student Learning Standards

- 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.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 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.
- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.

Interdisciplinary Connections

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 3.NF.A. Develop understanding of fractions as numbers.
- 4.OA.C. Generate and analyze patterns.
- B. Analyze patterns and relationships
- 5. OA. B. Analyze patterns and relationships

Computer Science and Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

Grade: 3-5	Content Area: General Music

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Class participation ● Written assessments ● Performances ● Demonstration	**Alternative Assessments:** ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: ● Performance ● Observation ● Individual evaluation	**Benchmark Assessments:** ● Oral Review of Techniques and Vocabulary
Knowledge & Skills	
Enduring Understandings: ● Reading music and performing it on various instruments. ● Proper playing technique for various pitched and unpitched percussion instruments. ● Motor activities and movement can represent a steady beat. ● Listen to and understand simple and compound meter (macro and micro beat). ● Reading and performing rhythms in 3/4 and 4/4. ● Music is composed using various mathematical patterns and formulas.	**Essential Questions:** ● What is the difference between simple and compound meter? ● What is the difference between beat and rhythm? ● What is the difference between the macro and micro beat? ● Can I independently maintain a rhythm pattern within the steady beat?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Tennis ball beat practices throughout various meters and tempi.	**Varied Levels of Text:** ● Teacher made rhythm sheets modified from Orff Schulwerk Volumes 1-5, The Orff Source,

Grade: 3-5	Content Area: General Music

● Transfer of iconic notation to standard notation using physical manipulatives. Separating sound syllables through imagery. ● Ensemble play of beat vs rhythm, layering parts on various instrumentation after preliminary body percussion. ● Rhythm building block composition	Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn ● Elementary rhythm flashcards https://www.youtube.com/watch?v=Qn7flgEmYgM ● Rhythm building blocks for Back to School ● Snowball fight

Unit 2: Melody	Duration: 10-15 days throughout

Suggested Accommodations

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

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

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

Gifted and Talented:
- Open ended/abstract questions to activate higher level thinking

Grade: 3-5	Content Area: General Music

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

Students in Need of Academic Support:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

New Jersey Student Learning Standards
• 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Grade: 3-5	Content Area: General Music

- 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.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.

Interdisciplinary Connections

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 3.NF.A. Develop understanding of fractions as numbers.
- 4.OA.C. Generate and analyze patterns.
- B. Analyze patterns and relationships
- 5. OA. B. Analyze patterns and relationships

Computer Science and Design Thinking

- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

Little Egg Harbor School District Curriculum Guide

Grade: 3-5	Content Area: General Music

Career Readiness, Life Literacies, and Key Skills
● 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Evidence of Student Learning	
Formative Tasks: ● Class participation ● Observation ● Performance ● Compositions ● Participation	**Alternative Assessments:** ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: ● Performance ● Observation ● Individual evaluation	**Benchmark Assessments:** ● Oral Review of Techniques and Vocabulary
Knowledge & Skills	
Enduring Understandings: ● Identify and understand the difference between leap and step ● Identify and play melodic contour ● Identify, perform and move to melodic rhythm, imitation and ostinato. ● Identify, perform and move to melodic phrases (same, different, longer, and shorter) ● Define solo and explain its role in the melody of a piece or song. ● Identify what instrument holds the melody by performing and listening to examples. ● Identify and locate the letter names of the treble clef staff. ● Perform simple melodies on pitched percussion. ● Improvise melodies on pitched percussion. ● Understand and utilize solfege syllables: [sol, mi, la], [mi, re, do] by the end of fifth grade.	**Essential Questions:** ● What is the difference between a leap and a step? ● What are the notes on the lines and spaces of the treble clef staff? ● What is the difference between melody and harmony? ● How does a melody end? Where is the cadence?
Core Instructional & Supplemental Materials	

Grade: 3-5	Content Area: General Music

Suggested Activities/Resources:	Varied Levels of Text:
● Major vs minor exploration with spooky sounds on pitched percussion ● Exploring the various ways to use your voice to demonstrate mood ● Exposure to modal music and connection of modes to various emotions to express oneself ● Explore 5-note pentatonic scale on pitched percussion ● Compare/contrast melodic pattern choices from various cultures to convey important parts of daily life and emotion ● Compose isolated melodic pattern on Chrome Music Lab using Melody Maker or Song Maker	● Teacher made melodic sheets modified from Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn ● Elementary rhythm flashcards https://www.youtube.com/watch?v=Qn7flgEmYgM

Unit 3: Form/Movement	Duration: 10-15 days throughout

Suggested Accommodations

Multilingual Learners:
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- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504 Plans:
- Follow specific 504 accommodations and modifications

Grade: 3-5	Content Area: General Music

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

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
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- Pair with adult mentor or buddy
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- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
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- Create ways for students to share their emotions
- Give every student the same opportunity for success.
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Culturally Diverse:

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

Little Egg Harbor School District Curriculum Guide

Grade: 3-5	Content Area: General Music

New Jersey Student Learning Standards

- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 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.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.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).
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

Interdisciplinary Connections

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 3.NF.A. Develop understanding of fractions as numbers.
- 4.OA.C. Generate and analyze patterns.
- B. Analyze patterns and relationships
- 5.OA.B. Analyze patterns and relationships
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

Computer Science and Design Thinking

- 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.

Career Readiness, Life Literacies, and Key Skills

Grade: 3-5	Content Area: General Music

- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

Unit 4: Instrumental (Ukulele/Recorder/Barred Instruments)	Duration: 10-15 days throughout

Suggested Accommodations

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Grade: 3-5	Content Area: General Music

- Student developed extension activities
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Culturally Diverse:

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- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
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New Jersey Student Learning Standards
• 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. • 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.

Grade: 3-5	Content Area: General Music

- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works
- 1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.

Interdisciplinary Connections

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 3.NF.A. Develop understanding of fractions as numbers.
- 4.OA.C. Generate and analyze patterns.
- B. Analyze patterns and relationships
- 5. OA. B. Analyze patterns and relationships
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Computer Science and Design Thinking

Grade: 3-5	Content Area: General Music

- 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Evidence of Student Learning

Formative Tasks: ● Class participation ● Observation ● Performance ● Compositions ● Participation	**Alternative Assessments:** ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: ● Performance ● Observation ● Individual evaluation	**Benchmark Assessments:** ● Oral Review of Techniques and Vocabulary

Knowledge & Skills

Enduring Understandings: ● Instrumental music study aids in the development of the elements of music. ● Literacy skills transfer to ELA and mathematics skills through the task of decoding and organizing. ● Instrumental performance prepares students to enter a formal instrumental music	**Essential Questions:** ● How do I put the instrument together properly? What are all the parts of the instrument and how do they connect to make sound? ● How do I correctly hold and produce a sound on the instrument? ● How does an instrument contribute to the ensemble? How can I best blend my sound

Grade: 3-5	**Content Area: General Music**

curriculum in upper elementary.	with others to create harmony and balance?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Recorder for 3rd and 4th grade ● Ukulele for 4th and 5th grade ● Barred instruments for 3rd-5th grade ● Melodic/rhythmic composition competition on Chrome Music Lab using digital keyboard ● Centers for recorder - note decoding, note name practice, practice test for recorder karate, accompanying on pitched percussion ● Performing with a variety of instruments and vocals to create a well-rounded music student	**Varied Levels of Text:** ● Recorder karate adapted/modified by teacher as needed ● Rainbow Ukulele Series by: Pitch Publications ● Teacher modified ukulele songs with chord diagrams