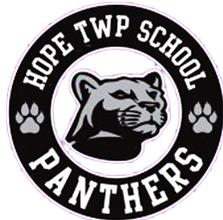


Belvidere Clusterwide Curriculum



Performing Arts

Third Grade to Fifth Grade

Updated Summer, 2025

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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Dave Read, Belvidere

UNITS	Duration	Essential Questions:
Unit 1: Music	~45 Days	1. How do you convey a musical idea to someone else? 2. How do musicians generate creative ideas? 3. How do musicians make creative decisions?
Unit 2: Concert Music	~45 Days	1. How do you use an instrument to convey a musical idea to someone else? 2. How do musicians improve the quality of their creative work? 3. How do musicians improve the quality of their performance?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards

- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
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- Reduced/shortened written assignments
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- Shortened assignments
- Student working with an assigned partner
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Music-3rd-5th Grade

Unit 1 Summary: This unit builds progressively from Grades 3 to 5 by developing students' abilities to identify, create, and perform musical elements. Students learn to sing independently and in groups with proper vocal technique, perform and create compositions, maintain steady beats through movement and playing classroom instruments. Grade 3 focuses on solfege using Sol, Mi, La, and Re, pentatonic scale terminology, basic rhythm values, and introduction to instruments and the treble clef. Grade 4 expands solfege to include Fa, introduces dynamic and tempo vocabulary, more complex pitched and non-pitched instruments, partner singing, and advanced rhythmic patterns. Grade 5 expands solfege with Low La and Ti, emphasizes keyboard instruments, introduces articulation, form, partner playing, and explores major and minor tonality, alongside further rhythmic development. Throughout, students create, improvise, and perform with increasing complexity and musical understanding.

Essential Questions:

- How do you convey a musical idea to someone else?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?

New Jersey Student Learning Standards

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).

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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.
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.

Interdisciplinary Connections:

Technology interaction through music websites

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies through working together as an ensemble to understand different cultures, and create a meaningful product/performance

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Math through rhythm and note values, and spatial relationship on the music staff

3.NF.A.3b Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, $\frac{5}{10}$, $\frac{6}{12}$, $\frac{7}{14}$, $\frac{8}{16}$, $\frac{9}{18}$, $\frac{10}{20}$, $\frac{11}{22}$, $\frac{12}{24}$, $\frac{13}{26}$, $\frac{14}{28}$, $\frac{15}{30}$, $\frac{16}{32}$, $\frac{17}{34}$, $\frac{18}{36}$, $\frac{19}{38}$, $\frac{20}{40}$, $\frac{21}{42}$, $\frac{22}{44}$, $\frac{23}{46}$, $\frac{24}{48}$, $\frac{25}{50}$, $\frac{26}{52}$, $\frac{27}{54}$, $\frac{28}{56}$, $\frac{29}{58}$, $\frac{30}{60}$, $\frac{31}{62}$, $\frac{32}{64}$, $\frac{33}{66}$, $\frac{34}{68}$, $\frac{35}{70}$, $\frac{36}{72}$, $\frac{37}{74}$, $\frac{38}{76}$, $\frac{39}{78}$, $\frac{40}{80}$, $\frac{41}{82}$, $\frac{42}{84}$, $\frac{43}{86}$, $\frac{44}{88}$, $\frac{45}{90}$, $\frac{46}{92}$, $\frac{47}{94}$, $\frac{48}{96}$, $\frac{49}{98}$, $\frac{50}{100}$), $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$, $\frac{1}{6}$, $\frac{5}{6}$, $\frac{1}{8}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$, $\frac{1}{10}$, $\frac{9}{10}$, $\frac{1}{12}$, $\frac{11}{12}$, $\frac{1}{15}$, $\frac{14}{15}$, $\frac{1}{20}$, $\frac{19}{20}$, $\frac{1}{25}$, $\frac{24}{25}$, $\frac{1}{30}$, $\frac{29}{30}$, $\frac{1}{40}$, $\frac{39}{40}$, $\frac{1}{50}$, $\frac{49}{50}$, $\frac{1}{60}$, $\frac{59}{60}$, $\frac{1}{72}$, $\frac{71}{72}$, $\frac{1}{100}$, $\frac{99}{100}$).

). Explain why the fractions are equivalent with the support of a visual fraction model.

World cultures through singing, movement, dance, and languages

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Physical Education through movement to the beat and diverse cultural dances

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). • 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).

Language Arts through language, syllables, and creative writing

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

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.

21st Century Themes:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Enduring Understandings

Students will understand that...

- The students will understand the elements of music through the reading of notation.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources

- Musicians' creative choices are influenced by their expertise, context, and expressive intent

Unit 1 Student Learning Objectives

Students will know...

3:

- Identify elements of music through listening, performing and reading scores.
- Sing independently and in groups using proper breathing and vocal technique.
- Perform musical compositions.
- Experience and maintain and create a steady beat through listening and movement.
- Sing and play music that emphasizes Do, Sol, Mi, La, and Re
- Sing and play music using solfege (Do/Sol/Mi/La/Re)
- Understand the terminology of the pentatonic scale, Crescendo vs Decrescendo, Tempo Vocabulary
- Play Pitched and Non-Pitched instruments (Recorder, Drums, Etc.)
- Understand instruments of the orchestra
- Further understand Treble Clef and the Staff with letter names
- Understand and sing in two and three part Canon
- Create and perform and improvise a series of movements with appropriate expressions
- Further application to Rhythm: Quarter, Eighth, and Quarter Rest, Half Note, Dotted Half (Added Whole Note, Whole/Half Rest,)

4:

- Identify elements of music through listening, performing and reading scores.
- Sing independently and in groups using proper breathing and vocal technique.
- Perform musical compositions.
- Sing and play music that emphasizes Sol, Mi, La, Re, and Fa (improvise using pentatonic scale)
- Sing and play and create music using solfege (Do/Sol/Mi/La/Re/Fa)
- Create and perform using the pentatonic scale, Dynamic Vocabulary, and Tempo Vocabulary
- Play more complex Pitched and Non-Pitched instruments (string/band instruments, Drums, Barred Percussion, Etc.)
- Create using the Treble Clef and the Staff with letter names
- Understand and demonstrate with partner singing
- Further application to Rhythm: Quarter, Eighth, and Quarter Rest, Half Note, Dotted Half, Added Whole Note, Whole/Half Rest (Added Sixteenth Notes, Dotted Half Note)

5:

- Identify elements of music through listening, performing and reading scores.
- Sing independently and in groups using proper breathing and vocal technique.
- Perform musical compositions.
- Sing and play music that emphasizes Do, Sol, Mi, La, Re, and Fa (Low La and Ti)
- Sing and play and create music using solfege (Do/Sol/Mi/La/Re/Fa/LoLa/LoTi)
- Play more complex Pitched and Non-Pitched instruments with emphasis on keyboard/barred instruments
- Create and perform using the Articulation, further Dynamic Vocabulary, and Form (Rondo, Etc.)
- Create using the Treble Clef and the Staff with letter names
- Understand and demonstrate with partner singing and playing
- Understanding and identifying various music tonalities
- Further application to Rhythm: Quarter, Eighth, and Quarter Rest, Half Note, Dotted Half, Whole Note, Whole/Half Rest, Sixteenth Notes, and Dotted Rhythms

Unit 1 Assessments

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on recorder and/or Orff instruments

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

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Stations

Peer assessment

- Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Additional Resources/Links

- MusicFirst subscription
- Musicplay Online subscription
- Culturally Responsive Teaching and the Brain by Zaretta Hammond
- The Family Folk song Project by Cathy Ward
- Conversational Solfege level 2 curriculum by John Feierabend
- Ring, Dance, Play by Griff Gall and Paul Weller
- Choral Library
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- iPad
- Interactive board
- laptop
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- Music Connection series

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- Music K-8 subscription
- Piano
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- Dance Like a Butterfly: Songs from Liberia, Senegal, Nigeria, and Ghana by Kwasi Dunyo and Karen Howard
- Music Education and Social and Emotional Learning by Scott Edgar
- <https://www.classicsforkids.com/>
- Orff instrumentarium of xylophones, metallophones, and glockenspiels
- Five octaves of Schulmerich handbells
- Four octaves of Malmark handchimes
- Stereo
- Unpitched Percussion Instruments
- Various Recordings
- Whiteboard
- www.musictheory.net
- Bluetooth speaker
- www.youtube.com
- Boomwhackers
- Recorders
- Ukulele
- Guitar

Unit 2 Overview: Concert Music-3rd-5th Grade

Unit 2 Summary: This unit develops essential performance skills, including proper technique, following the conductor's cues, blending with the ensemble, and reading basic notation. Students learn concert etiquette, stage presence, and expressing meaning through ensemble performance. Emphasis is placed on preparation, responsibility for learning parts, attendance, and respectful behavior. Reflection, goal-setting, and appreciation for the concert process support ongoing growth as performers.

Essential Questions:

- How do you use an instrument to convey a musical idea to someone else?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
-

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

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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Enduring Understandings

Students will understand that...

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- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent

Unit 2 Student Learning Objectives

Students will know...

- Use proper playing technique or singing posture consistently.
- Follow the conductor's cues for entrances, cutoffs, and changes in tempo or dynamics.
- Listen and adjust volume to blend with the group.
- Maintain individual part while staying in sync with the ensemble.
- Read and perform simple rhythmic and/or melodic patterns from notation.
- Follow a printed score or lyric sheet during performance, when applicable.
- Understand and apply basic musical terms related to the performance (e.g., forte, piano, repeat).
- Demonstrate appropriate concert behavior: quiet backstage, respectful listening, and proper stage posture.
- Transition on and off the stage calmly and efficiently.
- Show respect for other performers and the audience.
- Perform music with appropriate emotion or character as discussed in rehearsal.
- Use facial expression, movement, or gesture to enhance performance where appropriate.
- Communicate the mood or story of the piece to the audience.
- Attend rehearsals and come prepared with necessary materials (e.g., music folder, instrument).
- Memorize parts when required and practice independently or with guidance.

- Take responsibility for learning their part and contributing to group success.
- Reflect on personal and group performance using simple musical language.
- Set personal goals for future improvement based on teacher or peer feedback.
- Appreciate the work involved in preparing a concert and celebrate growth.

Unit 2 Assessments

Assessment through teacher observation and aural assessment for the following skills:

- Solo playing
- Small group playing
- Feeling the pulse of the music
- Playing assessments on chosen instrument
- Scale fluency up to three sharps and three flats

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

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Self assessment

Summative assessments

Student demonstration

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Basic Knowledge tests

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Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Additional Resources/Links

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- **The Family Folk song Project by Cathy Ward**
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- Stereo
- Unpitched percussion instruments
- Various Recordings
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- Bluetooth speaker
- www.youtube.com