Board Approval Date: 8/23/2022
Course Title: Music 2
Course Description: Students will learn the foundational pieces to music theory, performance, and instrument use. These classes will meet once a week. Students will use this foundational knowledge to develop their musical skills and decide on pursuing music through the elementary band or other avenues.

Course Sequence & Pacing			
Estimated Number of Weeks	**Marking Period 1**	**Estimated Number of Weeks**	**Marking Period 3**
8	Unit 1: Performance Preparation	10	Unit 4: Musical Insight
2	Unit 2: Introducing Music Literacy		
Estimated Number of Weeks	**Marking Period 2**	**Estimated Number of Weeks**	**Marking Period 4**
6	Unit 2: Introducing Music Literacy	10	Unit 5: Folk, Seasonal, and Patriotic Music
8	Unit 3: Exploring Music Literacy		

Stage 1 Desired Results

Unit Title 1: Performance Preparation

Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.

Unit Learning Targets

NJSLS Standards:

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.AP.4: Break down a task into a sequence of steps

Interdisciplinary Connections

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Climate Change:

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Essential Questions:	**Unit Enduring Understandings:**

What is music? How does music reflect my personal identity? How can I personalize my music experience?	Music is a collection of sounds that anyone can put together. Music preference and music creation are both results of personal likes and dislikes. I can make music, I can listen to music, I can enjoy music.

Students will know:
 	
● Performance Posture
● Proper Vocal Production
● Appropriate Breathing Technique/Support
● Appropriate theory necessary for performance selections, including, but not limited to:
  ○ Note names
  ○ Rhythmic Figures
  ○ Vocal Range
  ○ Unison
● Solfege or vocalize (when appropriate)
● Classroom instrument playing technique
	Students will be able to:
	
	● Perform a variety of vocal selections with proper posture, breath support, and vocal production technique
	● Perform in unison settings
	● Perform from written scores and rote repetition
	● Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts.
	● Perform with confidence and correctness in small and large group settings
	● Improvise short rhythmic and melodic patterns

Stage 2 Assessment Evidence

Summative Assessments:
Performance Opportunity
Skill Demonstration

Formative Assessments:
Singing
Chanting
Teacher Observation

Common Benchmark Assessments:
Performance Opportunity
Skill Demonstration

Alternative Assessments:
Using manipulatives
Hand motions
Private meeting

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	• Perform a variety of vocal selections with proper posture, breath support, and vocal production technique • Perform in unison settings • Perform from written scores and rote repetition	• Building musical capacity • Understanding the music room and layout • Understanding sounds and how they are made • Sharing the music space	**2**
1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4	• Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts. • Perform with confidence and correctness in small and large group settings • Improvise short rhythmic and melodic patterns	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	• Exploring personal space • Exploring shared space • Circle, linear formations • Develop social skills	• Fostering confidence in performance • Developing musical competence • Furthering musical etiquette and decorum	**2**

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to diverse titles and representation	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities including IEP and 504:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction

- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support Students at Risk of Failure:
Specific examples applied to the unit

- Provide explicit modeling of posture, breathing, and vocal technique using visuals and demonstrations
- Break performance tasks into small, scaffolded steps (echo → small group → full ensemble)
  Use anchor charts for expectations (posture, instrument handling, performance behavior)
- Incorporate guided practice with immediate feedback before independent performance
- Provide low-risk performance opportunities (partners or small groups) to build confidence
- Use movement and body percussion to reinforce rhythm and coordination

- Offer frequent repetition of songs and patterns to support mastery
- Use verbal prompts and cues during performance (e.g., “tall posture,” “steady beat”)
- Provide choice in performance method (voice, instruments, movement) when appropriate
- Schedule small-group reteaching sessions for students needing additional support

Stage 1 Desired Results

Unit Title 2: Introducing Musical Literacy

Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.

Unit Learning Targets

NJSLS Standards:

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

<table>
<tr><td colspan="2">9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</td></tr>
<tr><td colspan="2">Computer Science & Design Thinking (CS & DT):
8.1.2.AP.4: Break down a task into a sequence of steps</td></tr>
<tr><td colspan="2">Interdisciplinary Connections
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td></tr>
<tr><td colspan="2">Climate Change:
1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td></tr>
<tr><td>Unit Essential Questions:
What is music?
How does music reflect my personal identity?
How can I personalize my music experience?</td><td>Unit Enduring Understandings:
Music is a collection of sounds that anyone can put together.
Music preference and music creation are both results of personal likes and dislikes.
I can make music, I can listen to music, I can enjoy music.</td></tr>
<tr><td>Students will know:

Musical Opposites:

• Steady Beat/No Beat
• Fast/Slow
• High/Low
• Unison Singing
• Same/Different
• Call/Echo
• Call/Response
• Speaking/Singing Head Voices</td><td>Students will be able to:

Express ability to read printed score through performance

• Use symbols (manipulatives) to represent sounds and silences.
• Write proper notation to represent sound and silence.
• Perform simple written melodic & rhythmic patterns as simple songs.</td></tr>
</table>

• Loud/Soft Introduction to Vocabulary: (including but not limited to) • Quarter, Eighth Notes and Rests • Pitches • Dynamics • Rhythm • Beat • Melody • Solfege, vocalize, and Rhythm syllables (when appropriate).	Perform musical excerpts demonstrating musical elements for example: • beat/rhythm • tempo - fast/slow • Melodic Movement - up/down • Dynamics - loud/soft • speaking/singing Respond to different timbres, sound sources, and musical cues through movement, discussion, performance, and other forms of reaction

Stage 2 Assessment Evidence

Summative Assessments:
Performance Opportunity
Skill Demonstration

Formative Assessments:
Singing
Chanting

Teacher Observation
Common Benchmark Assessments: Performance Opportunity Skill Demonstration
Alternative Assessments: Using manipulatives Hand motions Private meeting

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	• Practice taking turns • Demonstrate respect of self, others and equipment • Musical Opposites: • Steady Beat/No Beat • Fast/Slow • High/Low	• Building musical capacity • Understanding the music room and layout • Understanding sounds and how they are made • Sharing the music space	**2**
1.3A.2.Pr5d	• Same/Different	• Encouraging musical exploration • Developing musical interest	**4**

9.1.2.CAP.1 8.1.2.AP.4	• Call/Echo • Speaking/Singing Head Voices • Loud/Soft • Instrument Timbre (i.e.: shake, scrape, woods, metals, etc...)	• Connecting music with emotion • Developing knowledge of content vocabulary	
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	• Exploring personal space • Exploring shared space • Circle, linear formations • Develop social skills	• Fostering confidence in performance • Developing musical competence • Furthering musical etiquette and decorum	**2**

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to diverse titles and representation	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities including IEP and 504:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts

- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support Students at Risk of Failure:
Specific examples applied to the unit

- Pre-teach vocabulary using visuals, gestures, and real-life connections (beat, rhythm, pitch)
- Use manipulatives (rhythm cards, icons) before transitioning to written notation
- Chunk literacy skills into manageable concepts (beat → rhythm → pitch → notation)
- Provide guided practice with teacher modeling and think-alouds
- Use movement-based strategies (clapping, stepping, tapping) to reinforce concepts
- Pair students for peer modeling and cooperative learning
- Use graphic organizers to organize musical elements and vocabulary
- Provide frequent checks for understanding through quick performance tasks
- Allow alternative demonstrations of learning (movement, manipulatives, verbal response)
- Offer extended time and repeated exposure to new concepts

Stage 1 Desired Results

Unit Title 3: Exploring Music Literacy

Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.

Unit Learning Targets

NJSLS Standards:

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.AP.4: Break down a task into a sequence of steps

Interdisciplinary Connections

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Climate Change:

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Essential Questions:	**Unit Enduring Understandings:**
What is music? How does music reflect my personal identity? How can I personalize my music experience?	Music is a collection of sounds that anyone can put together.

	Music preference and music creation are both results of personal likes and dislikes. I can make music, I can listen to music, I can enjoy music.
Students will know: Treble Clef staff and pitch names Melodic line up/down Steady Beat/No Beat Rhythmic figures, including: ● Quarter, Eighth Notes and Rests Musical Mood, style Different Vocal Timbres, such as: ● Singing, speaking, changed/unchanged voices, whispering, yelling… Expressive Elements, such as loud/soft, and louder/softer dynamics Vocal training techniques, such as: Solfege, vocalize, and Rhythm syllables (when appropriate)	**Students will be able to:** ● Perform musical examples from a variety of sources and backgrounds, demonstrating ability to: ○ Maintain steady beat ○ Change Tempos ○ Identify simple form, including AB and ABA ○ sing/play from rote, and notation, showing higher and lower ○ sing/play from notation indicating louder/softer ○ sing/play rhythmic figures, (written and by rote) including, but not limited to quarter and eighth notes ○ move creatively reflecting mood, etc… of musical selections ● Vocally match pitch ● Differentiate musical timbres, such as vocal qualities, instruments ● Notate simple rhythm patterns, including, but not limited to: quarter and eighth notes

Stage 2 Assessment Evidence

Summative Assessments:
Performance Opportunity
Skill Demonstration

Formative Assessments:
Singing
Chanting
Teacher Observation

Common Benchmark Assessments:
Performance Opportunity
Skill Demonstration

Alternative Assessments:
Using manipulatives
Hand motions
Private meeting

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,*	***Timefram e***

		LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)	*(Days or Weeks)*
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	• Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts. • Perform with confidence and correctness in small and large group settings • Improvise short rhythmic and melodic patterns	• Building musical capacity • Understanding the music room and layout • Understanding sounds and how they are made • Sharing the music space	**2**
1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4	• Perform musical examples from a variety of sources and backgrounds, demonstrating ability to: ○ Maintain steady beat ○ Change Tempos ○ Identify simple form, including AB and ABA ○ sing/play from rote, and notation, showing higher and lower	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

	○ sing/play from notation indicating louder/softer ○ sing/play rhythmic figures, (written and by rote) including, but not limited to quarter and eighth notes ○ move creatively reflecting mood, etc... of musical selections		
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	• Vocally match pitch • Differentiate musical timbres, such as vocal qualities, instruments • Notate simple rhythm patterns, including, but not limited to: quarter and eighth notes	• Fostering confidence in performance • Developing musical competence • Furthering musical etiquette and decorum	**2**

Core Instructional & Supplemental Materials

(including various levels of texts)	
Texts	*Notes*
Access to diverse titles and representation	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities including IEP and 504:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study

- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support Students at Risk of Failure:
Specific examples applied to the unit

- Scaffold reading by moving from visual/iconic representation → simplified notation → standard notation
- Use color-coding and highlighting for pitch direction, rhythm, and dynamics
- Provide guided play-along or sing-along supports (teacher modeling, recordings)
- Break complex tasks (e.g., reading notation) into discrete, practiced skills
- Use repetition with variation to reinforce rhythmic and melodic patterns
- Provide small-group instruction targeting specific skill gaps (steady beat, pitch matching)
- Use visual diagrams to support understanding of musical form (AB, ABA)

- Offer checklists or success criteria to support self-monitoring
- Encourage peer collaboration during practice and performance
- Provide multiple opportunities for practice before assessment

Stage 1 Desired Results

Unit Title 4: Musical Insight

Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.

Unit Learning Targets

NJSLS Standards:

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.AP.4: Break down a task into a sequence of steps

Interdisciplinary Connections

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Climate Change: 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Unit Essential Questions: What is music? How does music reflect my personal identity? How can I personalize my music experience?	**Unit Enduring Understandings:** Music is a collection of sounds that anyone can put together. Music preference and music creation are both results of personal likes and dislikes. I can make music, I can listen to music, I can enjoy music.
Students will know: ● Musical elements, including: theme ○ beat ○ rhythm ○ melody ● Theme ● Principles of positive critique	**Students will be able to:** ● Communicate opinions on a variety of musical selections (likes/dislikes) ● Communicate personal reaction to a variety of musical selections (thematic, imaginative) ● Offer positive peer-critique ● Self-reflect on performances ● Discuss characteristics of music, including elements ● Recognize themes, recurring and not

Stage 2 Assessment Evidence

Summative Assessments:
Performance Opportunity
Skill Demonstration

Formative Assessments:
Singing
Chanting
Teacher Observation

Common Benchmark Assessments:
Performance Opportunity
Skill Demonstration

Alternative Assessments:
Using manipulatives
Hand motions
Private meeting

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites,*	***Timeframe*** *(Days or Weeks)*

		Diversity, Equity & Inclusion [DEI],)	
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	• Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts. • Perform with confidence and correctness in small and large group settings • Improvise short rhythmic and melodic patterns	• Building musical capacity • Understanding the music room and layout • Understanding sounds and how they are made • Sharing the music space	**3**
1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4	• Communicate opinions on a variety of musical selections (likes/dislikes) • Communicate personal reaction to a variety of musical selections (thematic, imaginative) • Offer positive peer-critique • Self-reflect on performances • Discuss characteristics of music, including elements • Recognize themes, recurring and not	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	• Perform musical examples from a variety of sources and backgrounds, demonstrating ability to: • Maintain steady beat • Change Tempos • sing/play from rote, and notation, showing higher and lower • sing/play louder/softer • sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests	• Fostering confidence in performance • Developing musical competence • Furthering musical etiquette and decorum	**3**

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to diverse titles and representation	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities including IEP and 504:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts

- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support Students at Risk of Failure:
Specific examples applied to the unit

- Provide sentence frames for discussion and reflection (e.g., “I notice…”, “This sounds…”)
- Model how to give positive peer feedback using clear examples and practice
- Use structured discussion routines (think-pair-share, turn-and-talk)
- Break critique and reflection into simple steps (identify → describe → reflect)
- Provide guided listening tasks with specific focus questions
- Use graphic organizers to analyze musical elements (beat, rhythm, melody, theme)
- Allow multiple response formats (verbal, drawing, movement, written)
- Provide teacher-led reflection before independent reflection tasks
- Offer frequent, low-stakes opportunities to share ideas
- Reinforce expectations for respectful listening and participation

Stage 1 Desired Results

Unit Title 5: Folk, Seasonal, and Patriotic Music

Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.

Unit Learning Targets

NJSLS Standards:

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.AP.4: Break down a task into a sequence of steps

Interdisciplinary Connections

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Climate Change:

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Essential Questions:	**Unit Enduring Understandings:**
What is music?	

How does music reflect my personal identity? How can I personalize my music experience?	Music is a collection of sounds that anyone can put together. Music preference and music creation are both results of personal likes and dislikes. I can make music, I can listen to music, I can enjoy music.
Students will know: Background information on song repertoire: ● Historical context ● Nationality ● Culture ● Origin ● Composer	**Students will be able to:** Sing and play instruments to accompany seasonal songs throughout the year Sing and play instruments to accompany patriotic songs throughout the year Sing and play instruments to accompany folk songs throughout the year Perform folk dances to accompany folk songs Compare and contrast music of different cultures through different characteristics Perform world music selections in English and world languages Perform childhood song games Discuss cultural impact of folk, seasonal and patriotic music Perform musical examples from a variety of sources and backgrounds, demonstrating ability to: Maintain steady beat Change Tempos sing/play from rote, and notation, showing higher and lower

	sing/play louder/softer sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests move creatively reflecting musical elements, i.e.: mood, rhythm, beat, tempo, dynamics, melodic contour of musical selections Vocally match pitch Differentiate musical timbres, such as vocal qualities, instruments

Stage 2 Assessment Evidence

Summative Assessments:
Performance Opportunity
Skill Demonstration

Formative Assessments:
Singing
Chanting
Teacher Observation

Common Benchmark Assessments:
Performance Opportunity

Skill Demonstration

Alternative Assessments:
Using manipulatives
Hand motions
Private meeting

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	• Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts. • Perform with confidence and correctness in small and large group settings • Improvise short rhythmic and melodic patterns	• Building musical capacity • Understanding the music room and layout • Understanding sounds and how they are made • Sharing the music space	**3**
1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4	• Sing and play instruments to accompany seasonal songs throughout the year	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

	• Sing and play instruments to accompany patriotic songs throughout the year • Sing and play instruments to accompany folk songs throughout the year • Perform folk dances to accompany folk songs • Compare and contrast music of different cultures through different characteristics • Perform world music selections in English and foreign languages • Perform childhood song games • Discuss cultural impact of folk, seasonal and patriotic music • Discuss how folk, seasonal and patriotic music affect culture		
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4	• Perform musical examples from a variety of sources and backgrounds, demonstrating ability to:	• Fostering confidence in performance • Developing musical competence • Furthering musical etiquette and decorum	**3**

1.3A.2.Cn11a	• Maintain steady beat • Change Tempos • sing/play from rote, and notation, showing higher and lower • sing/play louder/softer • sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to diverse titles and representation	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities including IEP and 504:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support Students at Risk of Failure:
Specific examples applied to the unit

- Build background knowledge using visuals, storytelling, and multimedia resources
- Pre-teach key vocabulary related to culture, history, and musical traditions
- Use modeling and repetition to support singing, playing, and movement activities
- Break performance tasks into smaller components (lyrics → rhythm → movement → full performance)
- Provide visual and physical cues for tempo, dynamics, and rhythm
- Offer multiple roles in performance (singing, instruments, movement, discussion)
- Use cooperative groups and peer support for practice
- Provide graphic organizers to compare and contrast music across cultures
- Allow choice in how students demonstrate understanding (performance, discussion, visuals)
- Provide extended practice and repeated exposure to songs and skills