Board Approval Date:
Course Title: Music 5
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: Building Blocks in Music Theory	10	Unit 4: Performance Critique
2	Unit 2: Expressive Elements in Music Theory		
Estimated Number of Weeks	**Marking Period 2**	**Estimated Number of Weeks**	**Marking Period 4**
6	Unit 2: Expressive Elements in Music Theory	10	Unit 5: Music of Cultural Significance
8	Unit 3: Performance Preparation		

Stage 1 Desired Results

Unit Title 1: Building Blocks in Music Theory

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.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.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.Pr4c: Analyze selected music by reading and performing using standard notation.1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

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.

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.5.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: • Whole, Half, Quarter, Eighth Notes • Whole, Half, Quarter, Eighth Rests • Pitch • Form • Meter • Rhythm • Beat • Melody • Harmony	**Students will be able to:** Express ability to read printed score through performance • Perform at increasingly difficult levels, demonstrating correct pitch, rhythm, tempo Demonstrate the relationship between and within musical elements • for example: beat/rhythm • melody/harmony

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.5.Cr1a 1.3A.5.Cr2b 1.3A.5.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.5.Pr5d 9.2.5.CAP.1 8.1.5.AP.5	• 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.5.Pr6a 1.3A.5.Re7a NJSLSA.R4 1.3A.5.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

- Scaffold notation reading through sequenced instruction (rhythm → pitch → melody → harmony)
- Use color-coded and annotated scores to support note recognition and structure
- Provide guided practice with think-aloud modeling for reading and performing music
- Incorporate rhythm drills using clapping, tapping, and manipulatives prior to notation
- Use anchor charts for key concepts (meter, form, harmony vs melody)
- Chunk complex musical tasks into smaller, manageable steps
- Provide small-group reteaching for students struggling with fluency
- Offer modified notation or reduced complexity parts when appropriate
- Provide performance checklists to guide student practice
- Allow multiple ways to demonstrate understanding (performance, verbal explanation, visual representation)

Stage 1 Desired Results

Unit Title 2: Expressive Elements in Music Theory

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.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.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.Pr4c: Analyze selected music by reading and performing using standard notation.1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

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.

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.5.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: Vocabulary: (including but not limited to) ● Whole, Half, Quarter, Eighth and Dotted Notes and Rests ● Syncopation	**Students will be able to:** Express ability to read printed score through performance

• Pitch • Form • Dynamics • Rhythm • Beat • Melody • Harmony • Tempo • Articulations • Interpretation • Repeat markings, D.S., Coda, 1st and 2nd Endings	• Perform at increasingly difficult levels, demonstrating correct pitch, rhythm, dynamics, tempo Demonstrate the relationship between and within musical elements • for example: beat/rhythm • melody/harmony • dynamics - loud/soft • tempo - fast/slow Respond to different timbres, sound sources Perform at a highly expressive level through singing and playing Reflect expressive markings printed in scores Recognize and evaluate the expressive quality of observable performances

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.5.Cr1a 1.3A.5.Cr2b 1.3A.5.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.5.Pr5d 9.2.5.CAP.1 8.1.5.AP.5	• Same/Different • Call/Echo • Speaking/Singing Head Voices • Loud/Soft	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

	• Instrument Timbre (i.e.: shake, scrape, woods, metals, etc…)		
1.3A.5.Pr6a 1.3A.5.Re7a NJSLSA.R4 1.3A.5.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 level libraries diverse titles and representation	
Material and supplies	
Create a digital reading folder for staff only.	
Must have leveled texts for students	

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 advanced vocabulary (syncopation, articulation, form) using visuals and examples

- Model expressive vs non-expressive performance using audio and live demonstrations
- Break expressive skills into isolated components before combining them
- Use annotated scores highlighting expressive markings and patterns
- Provide guided listening activities with targeted prompts
- Use movement and kinesthetic strategies to reinforce tempo and dynamics
- Provide sentence frames and structured responses for analysis
- Offer small-group or partner practice before independent performance
- Provide targeted feedback on one skill at a time
- Use technology tools or recordings for self-assessment and reflection

Stage 1 Desired Results

Unit Title 3: 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.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.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.Pr4c: Analyze selected music by reading and performing using standard notation.1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

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.

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.5.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 in treble clef ● Rhythmic Figures - whole, half, quarter eighth notes and rests ● Unison, harmony ● Solfege or vocalise (when appropriate)	**Students will be able to:** ● Perform a variety of instrumental selections with proper posture, breath support, playing technique ● Perform in unison and blend in parts ● Perform from written scores and rote repetition ● Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts. ● Improvise and compose simple melodies for voice or classroom instruments.

Instrumental Accompaniment	

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.5.Cr1a 1.3A.5.Cr2b 1.3A.5.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.5.Pr5d 9.2.5.CAP.1 8.1.5.AP.5	• Perform a variety of instrumental selections with proper posture, breath support, playing technique • Perform in unison and blend in parts • Perform from written scores and rote repetition • Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts. • Improvise and compose simple melodies for voice or classroom instruments.	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**
1.3A.5.Pr6a	• Vocally match pitch	• Fostering confidence in performance	**2**

1.3A.5.Re7a NJSLSA.R4 1.3A.5.Cn11a	• Differentiate musical timbres, such as vocal qualities, instruments • Notate simple rhythm patterns, including, but not limited to: quarter and eighth notes	• Developing musical competence • Furthering musical etiquette and decorum	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access 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 instrumental and vocal techniques (posture, breathing, tone)
- Break performance pieces into sections for focused practice
- Use guided rehearsal strategies such as call-and-response and echoing
- Provide visual supports (notation guides, fingering charts if applicable)
- Offer modified parts or scaffolded accompaniment options
- Incorporate peer modeling and collaborative practice
- Provide frequent, low-stakes performance opportunities to build confidence

- Use self-assessment checklists for monitoring performance skills
- Allow extended rehearsal time and repetition
- Provide recorded or teacher models for students to follow

Stage 1 Desired Results

Unit Title 4: Performance Critique

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.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.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.Pr4c: Analyze selected music by reading and performing using standard notation.1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

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.

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.5.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:
● Musical elements, including: theme
  ○ beat
  ○ rhythm
  ○ melody
● Theme
● Principles of positive critique
● Elements and expressive aspects of music, such as: beat, rhythm, melody, harmony, tempo, dynamics, phrasing, mood...
● Evaluative tools and methods
	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
	● Express opinion in meaningful and appropriate ways regarding amateur and professional performances
	● Self-reflect on performances given in class and in formal settings
	● Discuss technical proficiency of peers and professional musicians
	● Cooperatively discuss different opinions and thoughts concerning different performances

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.5.Cr1a 1.3A.5.Cr2b 1.3A.5.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.5.Pr5d 9.2.5.CAP.1 8.1.5.AP.5	• 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.5.Pr6a 1.3A.5.Re7a NJSLSA.R4 1.3A.5.Cn11a	• Express opinion in meaningful and appropriate ways regarding amateur and professional performances • Self-reflect on performances given in class and in formal settings	• Fostering confidence in performance • Developing musical competence • Furthering musical etiquette and decorum	**3**

	• Discuss technical proficiency of peers and professional musicians • Cooperatively discuss different opinions and thoughts concerning different performances		

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 structured sentence starters for critique (e.g., "The performer demonstrated…")
- Model effective and respectful critique practices using examples
- Break critique into clear steps (observe → analyze → evaluate → suggest improvements)
- Use graphic organizers to support analysis of musical elements
- Provide guided listening activities with specific focus questions
- Allow multiple response formats (written, verbal, discussion, visual)
- Use small-group discussions before whole-class critique

- Provide anchor charts of musical elements and evaluation criteria
- Offer teacher-guided reflection prior to independent critique tasks
- Reinforce discussion norms and accountability for participation

Stage 1 Desired Results

Unit Title 5: Music of Cultural Significance

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.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.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.Pr4c: Analyze selected music by reading and performing using standard notation.1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

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.

Interdisciplinary Connections

<table>
<tr><td colspan="2">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.5.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:

Form:

● Verse - Refrain
● Call & Response
● Call & Echo
● Round/Canon
● Through composed
● Theme and Variation

Background information on song repertoire:

● Historical context
● Nationality
● Culture
● Origin
● Composer</td><td>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</td></tr>
</table>

	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.5.Cr1a 1.3A.5.Cr2b 1.3A.5.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.5.Pr5d 9.2.5.CAP.1 8.1.5.AP.5	• 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	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

	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.5.Pr6a 1.3A.5.Re7a NJSLSA.R4 1.3A.5.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

- Build background knowledge using multimedia, primary sources, and storytelling
- Pre-teach cultural, historical, and musical vocabulary using explicit instruction and visuals
- Break performance tasks into step-by-step components (rhythm → melody → full performance)
- Use modeling and repetition for unfamiliar musical styles and languages
- Provide visual and kinesthetic supports for rhythm, form, and movement
- Use graphic organizers to compare and analyze music across cultures
- Offer multiple participation pathways (performance, discussion, movement, research)
- Incorporate cooperative learning structures for peer support
- Allow student choice in demonstrating understanding (projects, performances, presentations)
- Provide extended time and repeated exposure to build familiarity and confidence