Board Approval Date: 8/23/2022
Course Title: Music K
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: Introduction to Our Musical World	10	Unit 4: Beginning Music Literacy
2	Unit 2: Folk, Seasonal, and Patriotic Music		
Estimated Number of Weeks	**Marking Period 2**	**Estimated Number of Weeks**	**Marking Period 4**
6	Unit 2: Folk, Seasonal, and Patriotic Music	10	Unit 5: Respecting Musical Choices
8	Unit 3: Performance Skills		

Stage 1 Desired Results

Unit Title 1: Introduction to Our Musical World

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: Going on a Bear Hunt Muffin Man? One Finger One Thumb (STM) ABCs Baa Baa Blacksheep Shake My Sillies Out (STM) Old MacDonald She'll Be Comin' Round the Mountain Pumpkin, Pumpkin (Wee Sing - JB) Must Be Santa (STM)	**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 Exploring personal space Exploring shared space Circle, linear formations Develop social skills Practice taking turns Demonstrate respect of self, others and equipment

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	• 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	• 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	• Perform folk dances to accompany folk songs	• Encouraging musical exploration • Developing musical interest	**4**

8.1.2.AP.4	• 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	• 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 IEPs & 504s:
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

- Establish consistent routines and expectations using visual schedules and modeled procedures
- Use songs, chants, and movement activities to reinforce directions and transitions
- Provide clear, step-by-step modeling for all activities (singing, movement, instrument use)
- Incorporate hands-on exploration of instruments before structured performance tasks
- Use visual and physical boundaries (carpet spots, circles) to support personal and shared space
- Practice turn-taking through structured games with teacher guidance
- Provide frequent repetition of familiar songs to build confidence and participation
- Use gesture-based cues (hand signals for loud/soft, stop/go) to reinforce understanding
- Offer choice in participation (singing, movement, instruments) to reduce anxiety
- Provide immediate, positive feedback to reinforce expected behaviors and skills

Stage 1 Desired Results

Unit Title 2: 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:	**Students will be able to:**
Going on a Bear Hunt Muffin Man? One Finger One Thumb (STM) ABCs Baa Baa Blacksheep Shake My Sillies Out (STM) Somebody's Knocking at My Door Bienvenidos (STM) Row Row Wheels on the Bus	Musical Opposites: Steady Beat/No Beat Fast/Slow High/Low Same/Different Call/Echo Speaking/Singing Head Voices Loud/Soft Instrument Timbre (i.e.: shake, scrape, woods, metals, etc…)

	Exploring personal space Exploring shared space Circle, linear formations Develop social skills Practice taking turns Demonstrate respect of self, others and equipment

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 9.1.2.CAP.1 8.1.2.AP.4	• Same/Different • Call/Echo • Speaking/Singing Head Voices • Loud/Soft • Instrument Timbre (i.e.: shake, scrape, woods, metals, etc…)	• 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 IEPs & 504s:
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 songs using echo singing and call-and-response structures
- Use visual aids and story-based introductions to build context for songs
- Reinforce musical opposites (fast/slow, loud/soft) through movement and games
- Provide multi-sensory experiences (movement, instruments, visuals) for each concept
- Break activities into short, manageable segments to maintain engagement
- Use partner and small-group activities to support participation and modeling
- Provide consistent repetition of songs and routines across lessons
- Use simple visuals or icons to represent musical concepts
- Incorporate frequent brain breaks and movement opportunities
- Provide guided practice before independent participation

Stage 1 Desired Results

Unit Title 3: Performance Skills

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:	**Students will be able to:**
Charlie Over the Ocean Bow Wow Wow Here Comes a Bluebird Here We Go Looby Loo (Sandy's hula hoops) Sally Go Round the Sun (scarves)	Sing and play instruments to accompany seasonal songs throughout the year Sing and play instruments to accompany patriotic songs throughout the year

Alouette 5 Green and Speckled Frogs (Sandy) Ten in the Bed (Wee Sing – Silly Songs)	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 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 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 folk dances to accompany folk songs	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

	• 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		
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	• 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	• 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 IEPs & 504s:
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

- Model proper posture, breathing, and singing techniques with exaggerated demonstrations
- Use mirroring activities so students can imitate teacher movements and sounds
- Break performance tasks into small steps (listen → echo → group perform)
- Provide low-risk performance opportunities (small groups, partners) before whole-class
- Use movement and body percussion to reinforce rhythm and coordination
- Provide visual cues and anchor charts for expectations (e.g., "ready to sing" posture)
- Offer frequent guided practice with teacher support
- Allow multiple opportunities to practice before assessment
- Provide specific, simple feedback focused on one skill at a time
- Encourage participation through positive reinforcement and celebration of effort

Stage 1 Desired Results

Unit Title 4: Beginning 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:	**Students will be able to:**
I've Been Working on the Railroad Engine, Engine Number 9 Frere Jaques Buenos Dias (Jon) BINGO	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	• 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	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

	• Perform childhood song games • Discuss cultural impact of folk, seasonal and patriotic music		
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 IEPs & 504s:
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

- Introduce notation using icons and visuals before abstract symbols
- Use manipulatives (rhythm cards, pictures) to represent sounds and silences
- Reinforce concepts through clapping, tapping, and movement activities
- Break skills into one concept at a time (steady beat → rhythm → pitch)
- Provide guided practice with teacher modeling and repetition
- Use songs and chants to reinforce literacy concepts
- Incorporate color-coding and visual supports for pitch and rhythm
- Provide frequent checks for understanding through performance
- Allow alternative ways to demonstrate understanding (movement, manipulatives, verbal)
- Provide extended practice and reteaching opportunities in small groups

Stage 1 Desired Results

Unit Title 5: Respecting Musical Choices

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:	**Students will be able to:**
I've Been Working on the Railroad Engine, Engine Number 9 Frere Jaques Buenos Dias (Jon) BINGO Tumbalalaika (listening movt. experience) (STM 4) Grandma's Glasses (Feierabend)	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	• 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	• Encouraging musical exploration • Developing musical interest • Connecting music with emotion • Developing knowledge of content vocabulary	**4**

	• Perform childhood song games • Discuss cultural impact of folk, seasonal and patriotic music		
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 IEPs & 504s:
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

- Model respectful listening and responses using clear examples and role-play
- Provide sentence stems (e.g., “I like this music because…”)
- Use structured discussion routines (turn-and-talk, think-pair-share)
- Incorporate guided listening with specific prompts (e.g., “Is this fast or slow?”)
- Allow students to respond through multiple modalities (drawing, movement, verbal)
- Use visual supports and anchor charts for musical elements and responses
- Provide frequent opportunities to share in small groups before whole-class discussion
- Reinforce expectations for respectful behavior and participation consistently
- Offer choice in music selections or activities to increase engagement
- Provide positive reinforcement for participation and effort