

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

General Music

Grade: 4

ABSTRACT

The elementary general music program follows a sequential format based on the elements of music including pitch and melody, beat/meter/rhythm, and dynamics, tone color and form. The focus is to cover a broad range of musical skills and concepts, and build a solid foundation for the K-12 Music program. The elementary music program utilizes multiple levels of learning and inquiry, and is designed to encourage critical and creative thinking skills. We believe the study of music contributes to the development of the whole child, and is an integral part of their education.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade 4 Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1 Rhythm Patterns (September - 4 weeks)	Unit 2 Review Musical Symbols (October - 4 weeks)	Unit 3 Instrumental Exploration (November - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed

	criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
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	1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’	1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’	1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’
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	and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities)	ELA NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities)	ELA NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities)

	Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Integration of Computer Science	Computer Science	Computer Science	Computer Science

and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Rhythm is the foundation of musical performance. ● Reading rhythmic notation improves musical fluency. ● Accurate rhythm requires steady beat, listening, and concentration. ● Musicians use rhythmic patterns to organize and communicate musical ideas. ● Collaboration strengthens ensemble performance.	● Musical symbols help musicians read, interpret, and perform music accurately. ● Understanding notation improves confidence and musical fluency. ● Dynamics, tempo, articulation, and expression symbols communicate the composer's intentions. ● Accurate interpretation of musical symbols leads to expressive performances. ● Practice strengthens music-reading skills.	● Instruments create sound through different methods of vibration. ● Each instrument family has unique characteristics and roles within an ensemble. ● Musicians must understand technique, care, and responsibility when using instruments. ● Listening skills help musicians identify instruments and appreciate tone color. ● Collaboration is essential when performing music together.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why is rhythm important in music? 2. How do musicians read and perform rhythmic notation? 3. How does maintaining a steady beat improve performance? 4. How do rhythmic patterns help organize music? 5. Why is listening important during ensemble performance?	1. Why are musical symbols important? 2. How do musical symbols help musicians perform music? 3. How do dynamics and articulation change the way music sounds? 4. How do musicians interpret musical notation? 5. How does understanding musical symbols improve performance?	1. How do instruments create different sounds? 2. What makes each instrument family unique? 3. How does an instrument's design affect its sound? 4. How do musicians work together in an ensemble? 5. Why is proper instrument care important?
STAGE 2: Evidence			

Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets • Performance practice • Teacher-created checklists Summative Assessments Students will demonstrate mastery by: • Reading and performing increasingly complex rhythmic patterns. • Maintaining a steady beat independently and in groups. • Demonstrating rhythmic accuracy using body percussion and classroom instruments. • Identifying note values, rests, time signatures, and measures. • Performing rhythmic exercises with appropriate tempo and expression. Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Creating original rhythmic compositions.	Formative Assessments • Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets • Performance practice • Teacher-created checklists Summative Assessments Students will demonstrate mastery by: • Identifying common musical symbols and notation. • Explaining the purpose of musical symbols. • Demonstrating correct interpretation of dynamics, tempo, articulation, and expression markings. • Applying musical symbols during vocal and instrumental performances. • Reading music using appropriate musical vocabulary. Alternative Assessments Students may demonstrate learning by: • Creating a musical symbol reference guide. • Designing a musical notation poster.	Formative Assessments • Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets • Performance practice • Teacher-created checklists Summative Assessments Students will demonstrate mastery by: • Identifying instruments by sight and sound. • Classifying instruments into appropriate families. • Explaining how instruments produce sound. • Demonstrating proper technique and instrument care. • Participating appropriately in instrumental ensemble activities. Alternative Assessments Students may demonstrate learning by: • Creating an instrument family presentation. • Designing an instrument information poster. • Completing an instrument comparison project.
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	- Performing rhythmic ensembles. - Composing and notating rhythmic patterns. - Leading rhythm warm-ups. - Designing a classroom rhythm performance. Benchmark Assessment Teacher-created Grade 4 General Music Skills Checklist assessing: - Rhythm reading - Steady beat - Note value recognition - Performance accuracy - Musical expression - Ensemble participation - Music vocabulary	- Composing a short musical example using musical symbols. - Completing a musical symbol matching activity. - Performing music that demonstrates correct interpretation of musical symbols. Benchmark Assessments Teacher-created Grade 4 General Music Skills Checklist assessing: - Musical symbol recognition - Music vocabulary - Performance accuracy - Music-reading fluency - Musical expression - Participation - Application of notation	- Performing a short classroom instrumental piece. - Creating a digital presentation about an instrument. Benchmark Assessments Teacher-created Grade 4 General Music Skills Checklist assessing: - Instrument identification - Instrument family knowledge - Listening skills - Performance technique - Music vocabulary - Ensemble participation - Musical understanding
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STAGE 3: Learning Plan

Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law - LGBTQ/Disabilities Law)	Learning Activities/Content Students will: - Review and strengthen steady beat skills. - Review note values and rests, including: - Whole note - Half note - Quarter note	Learning Activities/Content Students will: - Review the musical staff, bar lines, measures, and clefs. - Review note values and rests. - Review common time signatures (2/4, 3/4, and 4/4). - Identify and apply dynamic markings including:	Learning Activities/Content Students will: - Review the four major instrument families: - Strings - Woodwinds - Brass - Percussion
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	○ Eighth notes ● Whole, half, and quarter rests ● Introduce sixteenth notes and corresponding rhythmic patterns. ● Review and perform rhythms in 2/4, 3/4, and 4/4 time signatures. ● Count rhythms using counting syllables and rhythmic notation. ● Perform rhythmic exercises through clapping, body percussion, movement, and classroom instruments. ● Read and write rhythmic patterns using standard music notation. ● Create original rhythmic compositions individually and in small groups. ● Perform rhythmic ostinatos and layered rhythmic patterns. ● Demonstrate ensemble skills by maintaining steady tempo, listening carefully, and following conductor cues. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might	○ pp ○ p ○ mp ○ mf ○ f ○ ff ○ Crescendo (<) ○ Decrescendo (>) ● Review tempo markings including: ○ Largo ○ Andante ○ Moderato ○ Allegro ○ Accelerando ○ Ritardando ● Review articulation symbols including: ○ Staccato ○ Legato ○ Accent ○ Fermata ● Practice reading and performing music using appropriate musical symbols. ● Complete notation games, worksheets, listening activities, and classroom performances. ● Apply musical symbols during recorder, vocal, and classroom instrument performances. DEI Activities -	● Explore classroom and orchestral instruments through listening and demonstrations. ● Identify instruments by appearance and sound. ● Compare instrument size, shape, materials, and sound production. ● Explore how vibrations create sound on different instruments. ● Discuss the role of instruments within ensembles. ● Learn basic techniques for classroom instruments, including: ● Proper posture ● Handling and care ● Playing techniques ● Ensemble expectations ● Participate in instrumental exploration stations. ● Perform simple rhythmic and melodic patterns using classroom instruments. ● Create small-group instrumental performances using assigned instruments. ● Reflect on personal instrument preferences and musical interests. DEI Activities -
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	express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will explore rhythmic traditions from a variety of cultures around the world, recognizing that rhythm is a universal element of music. Lessons promote respect for diverse musical traditions while encouraging collaboration, creativity, and inclusion through shared musical experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.	Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will explore music from diverse cultures and traditions while recognizing that musical notation is one of many ways music is communicated throughout the world. Lessons encourage appreciation of different musical practices while fostering collaboration, respect, and inclusion. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will explore instruments from cultures around the world and recognize that every culture has unique musical traditions and instruments. Students will appreciate diverse musical expressions and understand that musicians of all backgrounds and abilities contribute to the world of music. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values,
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	- Students will explore the contributions of African American musicians and composers whose work has shaped American music. Lessons highlight how musical notation has been used to preserve and perform a variety of musical traditions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will learn that music has been used throughout history to preserve culture, express emotions, and build community. Music provides opportunities to develop empathy, respect, and appreciation for different experiences.	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the contributions of African American musicians and percussion traditions that have influenced American music. Lessons highlight how rhythm and percussion have played an important role in jazz, gospel, blues, and other musical genres. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize that music and instruments have been used throughout history to preserve traditions, express emotions, and strengthen communities. Students develop empathy and appreciation through shared musical experiences.	principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the contributions of African American musicians and composers whose work has strengthened American music. Lessons highlight how musical literacy supports the performance and preservation of diverse musical traditions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize that music has been used throughout history to preserve culture, communicate emotions, and inspire hope. Through collaborative music-making, students develop empathy, respect, and appreciation for diverse perspectives.
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Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts • <i>First Steps in Music</i> - John Feierabend • Teacher-created notation materials Materials • Rhythm cards • Whiteboards • Rhythm sticks • Hand drums • Claves • Tambourines • Metronome • Interactive notation games • Classroom percussion instruments Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • <i>First Steps in Music</i> - John Feierabend Materials • Whiteboards • Musical symbol flashcards • Rhythm cards • Music notation worksheets • Classroom instruments • Recorder • Interactive notation games • Music staff charts Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • <i>First Steps in Music</i> - John Feierabend Materials • Classroom percussion instruments • Recorders • Orff instruments • Instrument family posters • Instrument picture cards • Listening examples • Rhythm cards • Music notation materials Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i>	Special Education • Visual reference charts • Color-coded notation • Teacher modeling	Special Education • Visual reference charts • Color-coded notation • Teacher modeling	Special Education • Visual reference charts • Color-coded notation • Teacher modeling

3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504</i>)	• Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating	• Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating	• Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating
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	- Modified assignments as needed - Individual accommodations according to student plans	- Modified assignments as needed - Individual accommodations according to student plans	- Modified assignments as needed - Individual accommodations according to student plans
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 4 Kodaly, Holiday Songs & Moving to the Music/Rhythm Activities (December - 4 weeks)	Unit 5 Instrument Families (January - 4 weeks)	Unit 6 Review Treble Clef Notes & Simple Rhythms (February - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal

	rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
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	1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
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	1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with	ELA NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with	ELA NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with

	developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
21st Century Life and Careers:	N/A	N/A	N/A

Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Music communicates ideas, emotions, traditions, and cultural experiences. ● Rhythm, movement, and singing are connected elements of musical expression. ● Kodály-based activities strengthen music literacy through singing, movement, and rhythm. ● Musicians use their bodies, voices, and instruments to express musical ideas. ● Performing with others requires cooperation, listening, and respect.	● Instruments are organized into families based on how they produce sound. ● Each instrument family has unique characteristics, sounds, and roles within ensembles. ● Musicians use listening skills to identify instruments by tone color. ● Instrument design influences pitch, tone, and musical expression. ● Understanding instruments helps musicians appreciate different styles and cultures of music.	● Musical notation allows musicians to communicate and perform music. ● Notes on the treble clef represent specific pitches. ● Rhythm provides the structure and organization of music. ● Accurate note reading and rhythm skills improve musical performance. ● Musicians use practice and feedback to improve their skills.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do singing, movement, and rhythm help us understand music? 2. How does music connect to cultural traditions and celebrations? 3. How does movement enhance musical expression? 4. Why is maintaining a steady beat important when performing?	1. How are instruments grouped into families? 2. How do instruments create different sounds? 3. How can we identify instruments by their tone color? 4. What role does each instrument family play in an ensemble?	1. How do musicians read and interpret notes on the staff? 2. Why is understanding rhythm important in music? 3. How do note names and rhythms help musicians perform successfully? 4. How does practice improve music-reading skills? 5. How do musicians use patterns to understand music?

	5. How do musicians work together to create a successful performance?	5. How do instruments reflect the culture and history of communities?	
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets • Performance practice • Teacher-created checklists Summative Assessments Students will demonstrate mastery by: • Performing holiday and seasonal songs with accurate pitch, rhythm, and expression. • Demonstrating understanding of rhythmic patterns through movement and performance. • Using Kodály concepts including: ○ Solfege ○ Hand signs ○ Steady beat ○ Rhythm syllables • Participating successfully in group performances. • Demonstrating appropriate musical and performance etiquette.	Formative Assessments • Instrument identification activities • Listening examples • Class discussions • Instrument family sorting activities • Vocabulary activities • Exit tickets • Teacher observations • Group activities Summative Assessments • Students will demonstrate mastery by: • Identifying the four major instrument families: ○ Strings ○ Woodwinds ○ Brass ○ Percussion • Classifying instruments into the correct family. • Explaining how instruments create sound. • Identifying instruments by sight and sound.	Formative Assessments • Note identification activities • Rhythm reading exercises • Flashcard activities • Staff-writing activities • Rhythm clapping activities • Listening examples • Teacher observations • Exit tickets Summative Assessments Students will demonstrate mastery by: • Identifying treble clef note names. • Reading simple melodic patterns. • Identifying and performing rhythmic patterns. • Demonstrating understanding of measures, bar lines, and time signatures. • Performing simple melodies using correct pitch and rhythm. Alternative Assessments Students may demonstrate learning by:

	Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Creating a rhythmic movement routine. • Performing a holiday song in small groups. • Creating a rhythm accompaniment for a song. • Developing a class performance using movement and rhythm. • Reflecting on their musical growth and participation. Benchmark Assessment Teacher-created Grade 4 General Music Skills Checklist assessing: • Rhythm accuracy • Steady beat • Singing skills • Kodály concepts • Musical expression • Movement coordination • Ensemble participation	• Describing the role of instrument families within an ensemble. Alternative Assessments Students may demonstrate learning by: • Creating an instrument family poster or presentation. • Designing an instrument family trading card. • Completing an instrument research project. • Creating a digital slideshow about an instrument. • Presenting an instrument family to classmates. Benchmark Assessments Teacher-created Grade 4 General Music Skills Checklist assessing: • Instrument identification • Instrument family classification • Listening skills • Music vocabulary • Understanding of sound production • Participation and collaboration	• Creating a short melody using treble clef notes. • Composing a rhythmic pattern. • Completing a music notation project. • Performing a melody on classroom instruments or recorder. • Creating a treble clef note reference guide. Benchmark Assessments Teacher-created Grade 4 General Music Skills Checklist assessing: • Treble clef note recognition • Rhythm reading • Music notation skills • Performance accuracy • Music vocabulary • Musical independence
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do?)</i>	Learning Activities/Content Students will:	Learning Activities/Content Students will:	Learning Activities/Content Students will:

What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

- Review Kodály concepts including:
 - Solfege syllables
 - Hand signs
 - Rhythm syllables
 - Inner hearing
- Practice reading and performing rhythmic patterns.
- Review note values, rests, and rhythmic combinations.
- Perform rhythm activities using:
 - Clapping
 - Body percussion
 - Movement
- Classroom percussion instruments
- Explore holiday and seasonal songs from various cultures and traditions.
- Discuss the cultural background and purpose of selected songs.
- Practice vocal techniques including:
 - Pitch matching
 - Breath support
 - Diction
 - Expression
- Create movement patterns that match tempo, dynamics, and musical form.
- Perform choreographed movement activities while

- Review the four major instrument families:
 - Strings
 - Woodwinds
 - Brass
 - Percussion
- Explore how each family creates sound.
- Identify instruments within each family:
- Strings
 - Violin
 - Viola
 - Cello
 - Bass
 - Harp
- Woodwinds
 - Flute
 - Clarinet
 - Oboe
 - Bassoon
 - Saxophone
- Brass
 - Trumpet
 - Trombone
 - French Horn
 - Tuba
- Percussion
 - Snare Drum
 - Bass Drum
 - Timpani
 - Cymbals
 - Xylophone

- Review the parts of the musical staff:
 - Lines
 - Spaces
 - Measures
 - Bar lines
 - Treble clef
- Review treble clef note names:
 - Lines: **E–G–B–D–F**
 - Spaces: **F–A–C–E**
- Practice identifying notes using:
 - Flashcards
 - Staff activities
 - Note-reading games
 - Digital activities
- Review simple rhythms including:
 - Whole notes
 - Half notes
 - Quarter notes
 - Eighth notes
 - Corresponding rests
- Review counting rhythms using:
 - Counting syllables
 - Clapping
 - Body percussion
 - Classroom instruments
- Practice reading simple melodies and rhythmic patterns.

	maintaining rhythm and coordination. • Participate in ensemble activities requiring listening, cooperation, and musical awareness. • Prepare selections for seasonal performances when applicable. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will explore seasonal and holiday music from a variety of cultures, traditions, and communities. Students will recognize that music can represent celebrations, stories, and values from around the world. Activities promote respect, inclusion, and	• Listen to musical examples and identify instrument families. • Compare instrument sizes, shapes, ranges, and tone colors. • Explore the role of each family within: ○ Orchestra ○ Concert Band ○ Jazz Ensemble ○ Chamber Ensembles • Participate in instrument family sorting and listening games. • Use classroom instruments to demonstrate how different sounds are produced. • Discuss careers connected to instruments and music performance. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	• Apply note-reading and rhythm skills to classroom performances. • Create and perform short rhythmic and melodic compositions. • Strengthen music-reading confidence through individual and group practice. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will explore musical examples from a variety of cultures and traditions while recognizing that written notation is one way musicians communicate ideas. Students will appreciate different approaches to music-making and understand that musicians
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	appreciation for diverse musical experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American musicians, composers, and musical traditions through songs and rhythmic activities that highlight the influence of African American culture on American music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will explore instruments from various cultures and musical traditions, recognizing that communities around the world create music using unique instruments and styles. Students will appreciate diverse musical expressions and understand that all cultures contribute to the global music community. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the influence of African and African American drumming traditions on American music,	of all backgrounds and abilities contribute to musical expression. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American cellists and composers whose performances have enriched orchestral, chamber, jazz, and contemporary music. Lessons highlight the importance of diversity within classical and modern music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
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	Students will recognize that music has preserved traditions, strengthened communities, and offered hope throughout history. Musical activities encourage empathy, respect, cooperation, and appreciation of different life experiences.	including jazz, blues, gospel, marching band, and popular music. Lessons highlight rhythm as an important form of cultural expression. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize that music and rhythm have helped preserve cultural traditions and strengthen communities throughout history. Musical collaboration promotes empathy, respect, and appreciation for diverse perspectives.	Students will recognize that string instruments, including the cello, have been used throughout history to preserve culture, express emotions, and provide hope during difficult times. Music encourages empathy, respect, and appreciation of different perspectives.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music</i> – John Feierabend - Teacher-created notation materials Materials - Rhythm cards	Resources Texts <i>First Steps in Music</i> – John Feierabend - Teacher-created notation materials Materials - Instrument family posters	Resources Texts <i>First Steps in Music</i> – John Feierabend - Teacher-created notation materials Materials - Music staff worksheets

	• Solfege hand sign charts • Movement scarves/ribbons • Classroom percussion instruments • Music notation materials • Audio recordings • Performance tracks Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• Instrument picture cards • Listening examples • Classroom instruments • Music vocabulary cards • Worksheets • Videos and demonstrations Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• Treble clef flashcards • Rhythm cards • Whiteboards • Classroom instruments • Recorders • Music notation games Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary

	At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating • Modified assignments as needed • Individual accommodations according to student plans	At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating • Modified assignments as needed • Individual accommodations according to student plans	At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating • Modified assignments as needed • Individual accommodations according to student plans
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 7 Creating Melodies (March - 4 weeks)	Unit 8 Creating Written Music (April - 4 weeks)	Unit 9 Review End of the Year Concert Songs and Choreographed Movement to Music
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			Instrumental Assembly and Review in Recorders (May/June - 6 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that	NJSLS: Creating 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.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that

	demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical	demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical	demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical
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	accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent	accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent	accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent
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	when creating, performing, and responding to music.	when creating, performing, and responding to music.	when creating, performing, and responding to music.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.	ELA NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.	ELA NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

	World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address

	the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	the diverse needs and wants of users. 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. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Musicians use creativity and musical knowledge to create original compositions. • Melodies are created by combining pitch, rhythm, and musical expression.	• Musicians use written notation to communicate musical ideas. • Composing requires planning, organization, creativity, and revision.	• Musicians use practice, teamwork, and reflection to prepare successful performances. • Music combines singing, movement, and instrumental

	• Composers make choices based on musical patterns, structure, and purpose. • Revision and feedback improve musical creations. • Everyone can be a creator and contributor in music.	• Musical symbols provide a universal language that allows musicians to share ideas. • Rhythm, melody, dynamics, and structure work together to create meaningful compositions. • Every student can be a creator of music.	skills to communicate ideas and emotions. • Musicians must listen, cooperate, and respond to others during ensemble performances. • Performance skills improve through preparation, feedback, and perseverance. • Music creates opportunities to celebrate achievement and community.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do musicians create original melodies? 2. What elements make a melody interesting and memorable? 3. How do rhythm and pitch work together to create music? 4. How can feedback improve a musical composition? 5. How can musicians communicate ideas through their creations?	1. How do musicians communicate ideas through written music? 2. What elements are needed to create a successful composition? 3. How does notation help musicians perform and share music? 4. Why is revision important when creating music? 5. How can composers use creativity and structure to develop musical ideas?	1. How do musicians prepare for a successful performance? 2. Why are teamwork and cooperation important in an ensemble? 3. How does movement enhance musical expression? 4. How do musicians use instruments, voices, and movement to communicate? 5. How does practice help musicians grow?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i>	Formative Assessments • Melody brainstorming activities • Note-reading practice	Formative Assessments • Music notation practice • Rhythm composition activities	Formative Assessments • How do musicians prepare for a successful performance?

2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	● Rhythm review activities ● Teacher observations ● Composition drafts ● Peer discussions ● Reflection questions ● Exit tickets Summative Assessments Students will demonstrate mastery by: ● Creating and notating an original melody. ● Applying correct treble clef note names and rhythms. ● Demonstrating understanding of musical form and structure. ● Performing an original melody using voice, recorder, keyboard, or classroom instruments. ● Revising a composition based on feedback. Alternative Assessment (Performance/Project) Students may demonstrate learning by: ● Creating a short melody composition project. ● Developing a digital melody using music technology. ● Performing an original composition for classmates. ● Creating a collaborative group composition.	● Melody-writing exercises ● Teacher observations ● Peer collaboration ● Composition drafts ● Class discussions ● Reflection questions Summative Assessments Students will demonstrate mastery by: ● Creating an original written musical composition. ● Correctly using musical notation including: ○ Staff ○ Treble clef ○ Notes ○ Rests ○ Measures ○ Time signatures ○ Dynamics ● Organizing musical ideas into a complete composition. ● Performing or sharing their written music. ● Explaining creative choices using musical vocabulary. Alternative Assessments Students may demonstrate learning by: ● Creating a written song or instrumental piece. ● Developing a class/group composition.	● Why are teamwork and cooperation important in an ensemble? ● How does movement enhance musical expression? ● How do musicians use instruments, voices, and movement to communicate? ● How does practice help musicians grow? Summative Assessments ● Students will demonstrate mastery by: ● Performing end-of-year concert selections with appropriate: ○ Rhythm ○ Pitch ○ Expression ○ Dynamics ○ Musicality ● Demonstrating proper performance etiquette. ● Performing choreographed movement with coordination and confidence. ● Demonstrating recorder skills through review exercises and songs. ● Participating successfully in an instrumental ensemble. Alternative Assessments
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	• Writing a reflection explaining their musical choices. Benchmark Assessment Teacher-created Grade 4 General Music Skills Checklist assessing: • Melody creation • Musical notation • Rhythm accuracy • Pitch accuracy • Creativity • Performance skills • Ability to explain musical choices	• Creating a digital composition using music technology. • Performing their original composition. • Creating a composer portfolio including drafts and reflections. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing: • Music notation skills • Rhythm accuracy • Melody creation • Use of musical symbols • Creativity • Organization of musical ideas • Performance/reflection skills	Students may demonstrate learning by: • Performing in the end-of-year concert. • Creating a short movement sequence to accompany a musical selection. • Completing a recorder performance assessment. • Writing a reflection about their musical growth. • Creating a performance portfolio including songs, recordings, and reflections. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing: • Performing in the end-of-year concert. • Creating a short movement sequence to accompany a musical selection. • Completing a recorder performance assessment. • Writing a reflection about their musical growth. • Creating a performance portfolio including songs, recordings, and reflections.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do?)</i>	Learning Activities/Content Students will:	Learning Activities/Content Students will:	Learning Activities/Content Concert Song Review

<i>What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	● Review the elements of melody: ○ Pitch ○ Rhythm ○ Contour ○ Repetition ○ Phrases ● Review treble clef note names: ○ Lines: E–G–B–D–F ○ Spaces: F–A–C–E ● Explore how composers create melodies using: ○ Stepwise motion ○ Leaps ○ Repeated notes ○ Patterns ● Analyze melodies from various musical examples. ● Identify melodic phrases and patterns. ● Create short melodies using standard notation. ● Apply rhythmic patterns to original compositions. ● Use classroom instruments or digital tools to experiment with melodies. ● Revise compositions through teacher and peer feedback. ● Perform original melodies individually or with a group. ● Reflect on the creative process.	● Review the elements of written music: ○ Staff ○ Treble clef ○ Measures ○ Bar lines ○ Time signatures ○ Notes and rests ○ Dynamics ○ Tempo markings ● Review treble clef note names: ○ Lines: E–G–B–D–F ○ Spaces: F–A–C–E ● Review rhythm patterns and apply them to compositions. ● Explore how composers organize musical ideas through: ○ Repetition ○ Patterns ○ Phrases ○ Form ● Create original rhythmic and melodic ideas. ● Write short compositions using standard notation. ● Apply dynamics and expressive markings to enhance compositions. ● Use teacher and peer feedback to revise written music. ● Perform completed compositions using:	● Review selected end-of-year concert repertoire. ● Practice: ○ Melody ○ Rhythm ○ Lyrics ○ Dynamics ○ Tempo ○ Expression ● Develop confidence through repeated rehearsal. ● Practice proper concert etiquette and stage presence. Choreographed Movement to Music Students will: ● Explore how movement communicates musical ideas. ● Practice movement patterns connected to: ○ Beat ○ Rhythm ○ Tempo ○ Dynamics ○ Musical form ● Develop coordination, balance, and spatial awareness. ● Perform choreographed movement as part of a musical presentation. ● Collaborate to create and refine movement sequences. Instrumental Assembly & Review
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	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will explore melodies from diverse cultures, musical traditions, and communities. Students will recognize that composers and musicians from all backgrounds use creativity to share stories, emotions, and experiences. Students are encouraged to value each individual's unique musical ideas. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values,	- Voice - Recorder - Classroom instruments - Digital music tools - Reflect on the creative process and explain musical choices. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will explore written music created by composers from diverse cultures, backgrounds, and experiences. Students will recognize that musical notation allows people from different communities to share stories, traditions, and ideas. All students are	Students will: - Review classroom instrument expectations. - Demonstrate proper instrument care and handling. - Review instrumental techniques. - Participate in ensemble activities using classroom instruments. Recorder Review Students will: - Review recorder posture and technique. - Review note names and fingerings: - B - A - G - C - D - Practice: - Tone production - Rhythm accuracy - Breath control - Ensemble playing - Perform familiar recorder songs. - Apply musical symbols and expression markings while performing. DEI Activities - Diversity and Inclusion statute
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	principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore melodies and compositions created by African American musicians and composers, recognizing their contributions to American music through genres such as jazz, blues, spirituals, and contemporary music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize how composers and musicians have used music to preserve stories, express emotions, and maintain cultural traditions during challenging historical periods.	encouraged to express their creativity and value the musical contributions of others. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the influence of African and African American drumming traditions on American music, including jazz, blues, gospel, marching band, and popular music. Lessons highlight rhythm as an important form of cultural expression. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	(N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will perform music representing a variety of cultures, traditions, and musical styles while demonstrating respect for the diverse backgrounds and experiences of performers and audiences. Classroom activities encourage collaboration, inclusion, confidence, and appreciation for the many ways music brings communities together. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
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		Students will recognize that music has preserved traditions, strengthened communities, and expressed hope during challenging periods in history. Musical experiences encourage empathy, respect, and appreciation for diverse perspectives.	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will perform and explore music that reflects the contributions of African American musicians, composers, and performers. Lessons reinforce the importance of diversity and cultural contributions to American music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize that music has historically brought people together, preserved traditions, and fostered hope and resilience. Through collaborative performance, students develop empathy, respect, and appreciation for diverse experiences.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts	Resources Texts	Resources Texts

	• <i>First Steps in Music</i> – John Feierabend • Teacher-created notation materials Materials • Music staff paper • Rhythm cards • Treble clef note charts • Classroom instruments • Recorders • Keyboards (if available) • Composition worksheets • Whiteboards Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• <i>First Steps in Music</i> – John Feierabend • Teacher-created notation materials Materials • Staff paper • Music notation worksheets • Rhythm cards • Treble clef charts • Classroom instruments • Recorders • Whiteboards • Composition templates • Practice worksheets Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• <i>First Steps in Music</i> – John Feierabend • Teacher-created notation materials Materials • Concert music • Recorders • Classroom instruments • Rhythm cards • Movement resources • Performance recordings • Reflection sheets Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs)	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs)	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs)

	● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction ● Frequent teacher feedback ● Simplified music examples Gifted & Talented/Advanced ● Analyze more advanced musical notation ● Compose short musical examples ● Lead peer review activities ● Explore additional musical symbols and terminology ● Assist classmates during notation activities Section 504 ● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans	● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction ● Frequent teacher feedback ● Simplified music examples Gifted & Talented/Advanced ● Analyze more advanced musical notation ● Compose short musical examples ● Lead peer review activities ● Explore additional musical symbols and terminology ● Assist classmates during notation activities Section 504 ● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans	● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction ● Frequent teacher feedback ● Simplified music examples Gifted & Talented/Advanced ● Analyze more advanced musical notation ● Compose short musical examples ● Lead peer review activities ● Explore additional musical symbols and terminology ● Assist classmates during notation activities Section 504 ● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans
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