

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

General Music

Grade: 5

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 5 Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1 Rhythms (September - 4 weeks)	Unit 2 Melodies (October - 4 weeks)	Unit 3 Musical Symbols & Terms (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 criteria, showing improvement over	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	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	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	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
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	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' and personal interpretations to reflect	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' and personal interpretations to reflect	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' and personal interpretations to reflect
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	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.	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.	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 developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities)	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)	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.	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: <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</i>	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how

<i>standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	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.	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.	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: (Only include if a CTE curriculum • 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Music combines singing, movement, rhythm, and expression to communicate ideas. • Kodály strategies strengthen music literacy and listening skills. • Movement enhances understanding of beat, rhythm, tempo, and musical form. • Performing music requires teamwork, cooperation, and confidence. • Music reflects traditions and celebrations from many cultures.	• Melodies are created through combinations of pitch, rhythm, and musical expression. • Musicians use patterns, repetition, and structure to create memorable melodies. • Understanding melody helps musicians read, perform, and compose music. • Musical ideas can be communicated through notation, performance, and technology. • Musicians improve their skills through practice, feedback, and reflection.	• Musical symbols provide a universal language for musicians. • Musical terms help performers understand how music should sound. • Accurate interpretation of notation improves musical performance. • Musicians use symbols to communicate expression, tempo, rhythm, articulation, and dynamics. • Reading music requires practice, observation, and attention to detail.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Music combines singing, movement, rhythm, and expression to communicate ideas. 2. Kodály strategies strengthen music literacy and listening skills. 3. Movement enhances understanding of beat, rhythm, tempo, and musical form. 4. Performing music requires teamwork, cooperation, and confidence.	1. What makes a melody recognizable and meaningful? 2. How do musicians create and organize melodic ideas? 3. How do pitch and rhythm work together to create a melody? 4. How can musicians use notation to communicate melodies? 5. How does practice and feedback improve musical performance?	1. Why are musical symbols important? 2. How do musical terms help musicians perform music accurately? 3. How do symbols communicate expression and musical ideas? 4. How does understanding notation improve performance? 5. How do musicians around the world use the same musical language?

	5. Music reflects traditions and celebrations from many cultures.		
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 ● Rhythm reading exercises ● Clapping and body percussion activities ● Rhythm echo activities ● Movement activities ● Rhythm identification games ● Teacher observations ● Exit tickets ● Peer feedback Summative Assessments Students will demonstrate mastery by: ● Reading and performing rhythmic patterns accurately. ● Identifying note values and rests. ● Maintaining a steady beat. ● Performing rhythms independently and within an ensemble. ● Creating and notating original rhythmic patterns. ● Applying rhythmic skills to classroom instruments and songs.	Formative Assessments ● Melody identification activities ● Listening examples ● Pitch-matching exercises ● Note-reading activities ● Singing exercises ● Instrument practice ● Teacher observations ● Peer feedback ● Exit tickets Summative Assessments Students will demonstrate mastery by: ● Melody identification activities ● Listening examples ● Pitch-matching exercises ● Note-reading activities ● Singing exercises ● Instrument practice ● Teacher observations ● Peer feedback ● Exit tickets. Alternative Assessments	Formative Assessments ● Music symbol identification activities ● Vocabulary matching exercises ● Teacher observations ● Listening activities ● Music reading practice ● Class discussions ● Exit tickets ● Interactive music games ● Summative Assessments Students will demonstrate mastery by: ● Music symbol identification activities ● Vocabulary matching exercises ● Teacher observations ● Listening activities ● Music reading practice ● Class discussions ● Exit tickets ● Interactive music games Alternative Assessments

	Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Creating an original rhythmic composition. • Performing a rhythm pattern using body percussion or classroom instruments. • Creating a digital rhythm composition. • Completing a rhythm performance portfolio. • Explaining their rhythmic choices using music vocabulary. Benchmark Assessment Teacher-created Grade 5 General Music Skills Checklist assessing: • Rhythm identification • Rhythm notation • Performance accuracy • Steady beat • Musical vocabulary • Ensemble participation • Ability to create rhythmic patterns	Students may demonstrate learning by: • Creating an original melody using standard notation. • Performing a melody on recorder, keyboard, voice, or classroom instruments. • Creating a digital melody using music technology. • Completing a melody analysis project. • Developing a group composition. Benchmark Assessments Teacher-created Grade 5 General Music Skills Checklist assessing: • Pitch recognition • Melody reading • Melodic pattern identification • Musical notation skills • Creativity and composition • Performance accuracy • Musical vocabulary	Students may demonstrate learning by: • Creating a musical symbol reference booklet. • Designing a music vocabulary poster. • Completing a musical notation project. • Creating a digital presentation of musical terms. • Performing music using correct expressive markings. Benchmark Assessments Teacher-created Grade 4 General Music Skills Checklist assessing: • Creating a musical symbol reference booklet. • Designing a music vocabulary poster. • Completing a musical notation project. • Creating a digital presentation of musical terms. • Performing music using correct expressive markings.
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> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content ● Review and expand understanding of rhythmic notation: ○ Whole notes ○ Half notes ○ Quarter notes ○ Eighth notes ○ Sixteenth notes ○ Dotted rhythms ○ Syncopation ○ Rests ● Review musical vocabulary: ○ Beat ○ Meter ○ Tempo ○ Measure ○ Time signature ○ Rhythm pattern ● Practice counting rhythms using: ○ Traditional counting methods ○ Rhythm syllables ○ Clapping ○ Body percussion ○ Movement ● Identify and analyze rhythmic patterns in musical examples. ● Perform rhythm patterns using: ○ Percussion instruments ○ Classroom instruments	Learning Activities/Content ● Review the elements of melody: ○ Pitch ○ Rhythm ○ Contour ○ Phrases ○ Motifs ○ Repetition ○ Form ● Review the musical staff and treble clef notes: ○ Lines: E–G–B–D–F ○ Spaces: F–A–C–E ● Explore melodic direction: ○ Ascending ○ Descending ○ Repeated pitches ○ Stepwise motion ○ Leaps ● Analyze melodies from various genres and cultures. ● Identify melodic patterns and repeated sections. ● Practice singing and playing melodies with accurate: ○ Pitch ○ Rhythm ○ Expression ● Create original melodic phrases using notation.	Learning Activities/Content ● Review musical notation including: ○ Staff ○ Treble clef ○ Bar lines ○ Measures ○ Time signatures ○ Repeat signs ○ First and second endings ○ Double bar lines ● Review rhythmic symbols: ○ Whole notes ○ Half notes ○ Quarter notes ○ Eighth notes ○ Sixteenth notes ○ Dotted notes ○ Rests ● Explore musical terms including: ○ Tempo markings (Allegro, Andante, Largo, Presto) ○ Dynamics (pp, p, mp, mf, f, ff) ○ Crescendo ○ Decrescendo (Diminuendo) ○ Accent ○ Staccato ○ Legato ○ Fermata
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	○ Recorder ○ Body percussion ● Create original rhythmic patterns using notation. ● Collaborate in groups to compose and perform rhythm arrangements. ● Apply rhythm skills to classroom songs and ensemble activities. ● Reflect on accuracy, improvement, and performance skills. 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 rhythmic traditions from diverse cultures and communities, recognizing that rhythm is an important part of	● Experiment with melody using: ○ Voice ○ Recorder ○ Keyboard ○ Classroom instruments ○ Digital music tools ● Collaborate to create and perform melodic compositions. ● Reflect on how composers make choices when creating melodies. 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	● Analyze music examples to identify symbols and expressive markings. ● Perform musical selections using correct notation and terminology. ● Compare how composers use symbols to communicate musical ideas. ● Apply musical terms while reading, performing, and discussing music. ● Create a personal music vocabulary reference guide. 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 notation and terminology used in a variety of musical
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	musical expression around the world. Students will examine how different cultures use percussion, movement, and rhythmic patterns to tell stories, celebrate traditions, and bring communities together. All students are encouraged to participate and express musical ideas in ways that support individual strengths and abilities. red 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 and composers whose work has shaped American music. Lessons highlight how musical notation has been	cultures, communities, and musical traditions. Students will recognize that melodies communicate stories, emotions, and experiences across the world. Lessons will highlight contributions from musicians of various backgrounds and encourage students to value different forms of 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 melodies created and performed by African American musicians and composers. Students will recognize contributions to American musical traditions including jazz, blues, gospel, R&B, and contemporary music.	traditions while recognizing that music is a universal language shared across cultures. Students will learn that although styles differ, musicians worldwide use symbols and expressive markings to communicate musical ideas. Classroom activities encourage respect for diverse musical traditions and provide opportunities for every student to participate successfully. 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 and composers whose work has strengthened American music. Lessons highlight how musical literacy supports the performance and preservation of diverse musical traditions.
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	used to preserve and perform a variety of musical traditions. Holocaust Law (NJ.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.	Holocaust Law (NJ.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.	Holocaust Law (NJ.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.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music</i> - John Feierabend Materials - Rhythm cards - Rhythm notation worksheets - Whiteboards - Percussion instruments - Recorders - Metronomes	Resources Texts <i>First Steps in Music</i> - John Feierabend Materials - Staff paper - Note identification cards - Melody worksheets - Rhythm cards - Recorders - Classroom instruments - Keyboards (if available) - Composition templates	Resources Texts <i>First Steps in Music</i> - John Feierabend Materials - Music symbol flashcards - Music vocabulary cards - Staff paper - Whiteboards - Rhythm cards - Classroom instruments - Music worksheets - Interactive notation games

	• Music examples • Composition templates Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	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> 3. <i>At Risk/BSI</i> 4. <i>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 At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback	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	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	● 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	● 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 4 Kodaly, Holiday Songs & Moving to the Music/Rhythm Activities (December - 4 weeks)	Unit 5 Time Signature 3/4, 4/4 (January - 4 weeks)	Unit 6 Creating Music from Household Items (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). 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.Pr4c: Analyze selected music by reading and performing using standard notation 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.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	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. 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.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	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.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 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.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and
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	explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 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. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	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' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills	personal performance. 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' and personal interpretations to reflect expressive intent. Connecting
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		related to personal choices and intent when creating, performing, and responding to music.	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) Social Studies 6.1.5.HistoryUP.7: Describe why it is	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	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.	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.	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> • 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>	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe

• 8.1 Computer Science; or • 8.2 Design Thinking)	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 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 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: (Only include if a CTE curriculum • 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: (Follow UbD: What big ideas will students know?)	• Music combines singing, movement, rhythm, and expression to communicate ideas. • Kodály strategies strengthen music literacy and listening skills. • Movement enhances understanding of beat, rhythm, tempo, and musical form. • Performing music requires teamwork, cooperation, and confidence. • Music reflects traditions and celebrations from many cultures.	• Time signatures organize music into predictable beat patterns. • Different meters create different musical feels and styles. • Musicians use time signatures to read, perform, and compose music accurately. • Understanding the meter improves rhythm reading and ensemble performance. • Musical notation provides a universal system for organizing rhythm.	• Music can be created using everyday objects. • The properties of materials affect the sounds they produce. • Creativity and problem-solving are important parts of the musical process. • Musicians experiment, revise, and collaborate to create original music. • Music can be created without traditional instruments.
Essential Questions: (Follow UbD best practices in the creation of questions)	1. How does movement strengthen musical understanding? 2. Why is rhythm important when performing music? 3. How do Kodály strategies improve music reading and singing? 4. How does music reflect cultural traditions and celebrations? 5. How do musicians work together to create successful performances?	1. What is the purpose of a time signature? 2. How are 3/4 and 4/4 time signatures different? 3. How does meter affect the way music sounds? 4. Why is accurate counting important in music? 5. How do musicians use time signatures when performing and composing?	1. Music can be created using everyday objects. 2. The properties of materials affect the sounds they produce. 3. Creativity and problem-solving are important parts of the musical process. 4. Musicians experiment, revise, and collaborate to create original music. 5. Music can be created without traditional instruments.
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 • Singing activities • Kodály hand sign practice • Rhythm reading exercises • Movement activities • Teacher observations • Peer feedback • Exit tickets • Group discussions Summative Assessments Students will demonstrate mastery by: • Performing songs with accurate pitch, rhythm, and expression. • Demonstrating Kodály hand signs and rhythm syllables. • Maintaining a steady beat during movement activities. • Performing rhythmic patterns independently and in groups. • Demonstrating confidence during classroom performances. Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Creating a rhythmic movement routine. • Performing a Kodály song using hand signs. • Composing a short rhythm activity for classmates.	Formative Assessments • What is the purpose of a time signature? • How are 3/4 and 4/4 time signatures different? • How does meter affect the way music sounds? • Why is accurate counting important in music? • How do musicians use time signatures when performing and composing? Summative Assessments Students will demonstrate mastery by: • Time signature identification activities • Rhythm counting exercises • Clapping and body percussion activities • Teacher observations • Music reading practice • Exit tickets • Peer collaboration • Interactive rhythm games Alternative Assessments Students may demonstrate learning by: • Identifying and explaining 3/4 and 4/4 time signatures. • Counting and performing rhythms accurately in each meter.	Formative Assessments • Brainstorming activities • Instrument exploration • Teacher observations • Group discussions • Design sketches • Rhythm practice • Peer feedback • Exit tickets Summative Assessments Students will demonstrate mastery by: • Designing and creating a playable instrument using household items. • Explaining how the materials produce sound. • Performing original rhythmic or melodic compositions. • Demonstrating creativity, collaboration, and effective use of musical elements. • Reflecting on the design and performance process. Alternative Assessments Students may demonstrate learning by: • Designing and creating a playable instrument using household items. • Explaining how the materials produce sound. • Performing original rhythmic or melodic compositions.
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	• Creating a holiday music presentation. • Reflecting on music Benchmark Assessment Teacher-created Grade 5 General Music Skills Checklist assessing: • Creating a rhythmic movement routine. • Performing a Kodály song using hand signs. • Composing a short rhythm activity for classmates. • Creating a holiday music presentation. • Reflecting on musical growth through writing or discussion.	• Writing measures using correct note values. • Demonstrating understanding of strong and weak beats. • Applying correct meter while performing vocal and instrumental music. Benchmark Assessments Teacher-created Grade 5 General Music Skills Checklist assessing: • Time signature identification • Rhythm counting • Measure construction • Performance accuracy • Music notation • Musical vocabulary • Ensemble participation	• Demonstrating creativity, collaboration, and effective use of musical elements. • Reflecting on the design and performance process. Benchmark Assessments Teacher-created Grade 5 General Music Skills Checklist assessing: • Creativity • Instrument design • Rhythm performance • Musical expression • Collaboration • Problem-solving • Presentation skills
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> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content Kodály Instruction • Review and apply Kodály hand signs. • Practice movable-do solfege. • Sing melodic patterns using solfege syllables. • Read and perform rhythmic patterns using Kodály rhythm syllables. • Strengthen inner hearing and sight-singing skills.	Learning Activities/Content • Review the purpose of time signatures. • Identify the components of a time signature: ○ Top number (beats per measure) ○ Bottom number (note value receiving one beat) • Compare and contrast: ○ 3/4 meter ○ 4/4 meter	Learning Activities/Content • Investigate how sound is produced through vibration. • Explore the sound qualities of common household materials. • Compare: ○ Plastic ○ Metal ○ Wood ○ Glass ○ Cardboard

	Holiday Songs • Learn and perform age-appropriate holiday and seasonal songs representing a variety of cultures and traditions. • Demonstrate appropriate vocal technique, expression, dynamics, and phrasing. • Discuss how music reflects cultural celebrations and traditions. Moving to the Music Students will: • Perform choreographed movement to music. • Demonstrate: ○ Beat ○ Rhythm ○ Tempo ○ Dynamics ○ Musical form • Improve coordination, balance, spatial awareness, and expressive movement. • Work collaboratively during movement activities. Rhythm Activities Students will: • Perform rhythm patterns using: ○ Body percussion	• Practice counting rhythmic patterns in both meters. • Identify strong and weak beats. • Clap, speak, and perform rhythms using: ○ Body percussion ○ Rhythm sticks ○ Classroom percussion instruments ○ Recorders • Read and write rhythmic patterns using correct notation. • Compose original rhythm exercises in 3/4 and 4/4 time. • Perform songs and rhythmic exercises demonstrating accurate meter. • Analyze musical examples from a variety of genres to identify time signatures. 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	• Brainstorm household objects that can produce musical sounds. • Design and construct simple musical instruments using safe, recycled, or household materials. • Explore instrument families by comparing homemade instruments to: ○ Percussion ○ String ○ Wind • Create rhythmic and melodic patterns using homemade instruments. • Perform original compositions individually and in groups. • Revise instrument designs based on testing and feedback. • Reflect on the creative process and explain how musical choices influenced the final 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,
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	○ Classroom percussion instruments ○ Rhythm sticks ○ Hand drums ● Create original rhythm patterns. ● Perform rhythm ensembles. 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 perform music representing diverse cultures, holidays, and traditions while recognizing that music is a universal form of communication. Lessons encourage respect for different cultural celebrations and provide opportunities for every student to participate through singing, movement,	identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Students will explore musical examples from diverse cultures and traditions that use different meters and rhythmic styles. Through listening, performance, and discussion, students will recognize that music from around the world reflects a variety of cultural practices while sharing common musical elements such as beat and meter. Instruction encourages respectful collaboration and meaningful participation for all learners. 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	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 how cultures around the world create music using natural, recycled, and everyday materials. Lessons emphasize that creativity is not limited by access to traditional instruments and that music can be created in many different ways. Students will appreciate diverse musical traditions while working collaboratively in an inclusive classroom environment where every student's ideas are valued. 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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	rhythm, and creative expression. Students will appreciate the contributions of musicians from a variety of backgrounds and 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	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. - 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.	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 examine how African American musicians have used creativity, innovation, and resourcefulness to influence musical traditions through percussion, improvisation, and instrument development. 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 music has served as a source of resilience, creativity, and hope throughout history, including times when access to traditional instruments was limited.
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	characteristics that have made them good examples. 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.		
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music – John Feierabend</i> Materials - Kodály hand sign charts - Solfege visuals - Rhythm cards - Classroom percussion instruments - Rhythm sticks - Hand drums - Scarves and movement props - Interactive whiteboard activities Online Resources - QuaverMusic - Music K-8	Resources Texts <i>First Steps in Music – John Feierabend</i> Materials - Time signature charts - Rhythm cards - Staff paper - Whiteboards - Rhythm sticks - Classroom percussion instruments - Recorders - Music notation worksheets - Interactive rhythm activities Online Resources - QuaverMusic	Resources Texts <i>First Steps in Music – John Feierabend</i> Materials - Recycled household materials - Plastic containers - Cardboard tubes - Rubber bands - Paper towel rolls - Rice, beans, or pasta (for shakers) - Wooden craft sticks - Tape and glue - Scissors - Rhythm worksheets - Composition templates Online Resources

	● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge	● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge	● 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> 3. <i>At Risk/BSI</i> 4. <i>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 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	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	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	• 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	• 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 Note Review, Scales, Major vs. Minor (March - 4 weeks)	Unit 8 Music Composers (April - 4 weeks)	Unit 9 Review End of the Year Concert Songs and Choreographed Movement to Music 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	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns	NJSLS: Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as

	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. 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.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 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.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing	and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 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.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 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.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	well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding
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	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 when creating, performing, and responding to music.	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 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.	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.	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.	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.	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.
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	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	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.	non-traditional careers and occupations.	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: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> <i>● 9.3 Career and Technical Education)</i>	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Scales provide the foundation for melodies and musical composition. • Major and minor scales create different musical moods and emotions. • Musicians use note reading skills to perform and compose accurately. • Musical patterns help musicians understand and organize music. • Music communicates emotion through pitch, tonality, and expression.	• Composers use musical elements to express ideas, emotions, and stories. • Music reflects the culture, history, and experiences of the people who create it. • Composers have influenced music across different time periods and cultures. • Understanding composers helps deepen appreciation for music. • Music continues to evolve through the creativity of composers around the world.	• Successful performances require preparation, practice, and collaboration. • Music communicates emotion through singing, movement, and instrumental performance. • Ensemble performances require responsibility, cooperation, and active listening. • Reflection and feedback help musicians improve their performance skills. • Public performances celebrate musical growth and build confidence.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why are scales important in music? 2. How do major and minor scales sound different? 3. How do musicians use scales to create melodies? 4. How does tonality affect the mood of a musical piece? 5. How does note reading improve musical performance?	1. What is the role of a composer? 2. How do composers communicate ideas through music? 3. How do historical events and culture influence composers? 4. How have composers shaped the music we hear today?	1. How does practice improve musical performance? 2. Why is teamwork important during an ensemble performance? 3. How do movement and expression enhance a musical performance? 4. What makes a successful concert performance?

		5. Why is it important to study composers from different cultures and time periods?	5. How can reflection improve future performances?
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 • Note identification activities • Scale practice • Listening activities • Music reading exercises • Teacher observations • Exit tickets • Partner discussions • Interactive music games Summative Assessments Students will demonstrate mastery by: • Identifying notes on the treble staff. • Performing major and minor scales. • Comparing the sound and mood of major and minor tonalities. • Reading and performing melodies using accurate pitch. • Applying note-reading skills during classroom performances. Alternative Assessment (Performance/Project)	Formative Assessments • Listening activities • Composer biographies • Class discussions • Graphic organizers • Teacher observations • Exit tickets • Listening journals • Research notes Summative Assessments Students will demonstrate mastery by: • Identifying notable composers and their musical contributions. • Comparing musical styles from different historical periods. • Explaining how historical events influenced composers. • Recognizing selected musical works through active listening. • Presenting research using appropriate music vocabulary. Alternative Assessments	Formative Assessments • Rehearsals • Teacher observations • Recorder practice • Vocal warm-ups • Choreography practice • Peer feedback • Self-assessments • Exit tickets Summative Assessments • Performing concert selections with accurate pitch, rhythm, and expression. • Demonstrating proper recorder technique and note accuracy. • Performing choreographed movement confidently and safely. • Demonstrating appropriate concert etiquette. • Working cooperatively during rehearsals and performances. Alternative Assessments Students may demonstrate learning by:

	Students may demonstrate learning by: • Identifying notes on the treble staff. • Performing major and minor scales. • Comparing the sound and mood of major and minor tonalities. • Reading and performing melodies using accurate pitch. • Applying note-reading skills during classroom performances. Benchmark Assessment Teacher-created Grade 5 General Music Skills Checklist assessing: • Note identification • Scale performance • Melody reading • Tonality recognition • Musical vocabulary • Performance accuracy • Ensemble participation	Students may demonstrate learning by: • Creating a composer biography poster. • Completing a multimedia presentation. • Writing a reflection about a favorite composer. • Designing a musical timeline. • Creating an original composition inspired by a composer studied in class. Benchmark Assessments Teacher-created Grade 5 General Music Skills Checklist assessing: • Composer identification • Historical understanding • Music listening skills • Musical vocabulary • Research skills • Presentation skills • Participation	• Performing in small ensembles. • Creating movement for a concert selection. • Demonstrating recorder proficiency through a solo or small-group performance. • Reflecting on musical growth throughout the school year. • Creating a portfolio highlighting musical achievements. Benchmark Assessments • Vocal performance • Recorder proficiency • Musical expression • Rhythm accuracy • Ensemble participation • Choreographed movement • Concert readiness • Performance etiquette
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</i>	Learning Activities/Content • Review note names on the treble clef staff: ○ Lines: E–G–B–D–F ○ Spaces: F–A–C–E	Learning Activities/Content • Define the role of a composer. • Explore major periods of music history:	Learning Activities/Content Concert Preparation • Rehearse end-of-the-year concert selections.

<i>Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	• Review pitch relationships and melodic direction. • Practice reading and performing note patterns. • Learn the structure of a musical scale. • Perform and identify: ○ Major scales ○ Minor scales • Compare the characteristics of major and minor tonalities. • Listen to musical examples and identify whether selections are major or minor. • Perform scales using: ○ Voice ○ Recorder ○ Classroom instruments ○ Keyboards (if available) • Create simple melodies using major and minor scales. • Analyze how composers use tonality to express mood and emotion. • Reflect on how scales provide the foundation for melody and composition. 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	○ Baroque ○ Classical ○ Romantic ○ Modern • Study notable composers from various cultures and time periods, such as: ○ Johann Sebastian Bach ○ Wolfgang Amadeus Mozart ○ Ludwig van Beethoven ○ Florence Price ○ Scott Joplin ○ Duke Ellington ○ John Williams • Listen to and analyze selected musical works. • Compare musical styles, forms, instrumentation, tempo, and expression. • Identify how historical events and culture influenced composers and their music. • Research a composer using print and digital resources. • Present findings through writing, discussion, or multimedia projects.	• Demonstrate proper vocal technique, breathing, diction, phrasing, and expression. • Practice dynamic contrast, articulation, tempo, and musical interpretation. • Demonstrate appropriate stage presence and concert etiquette. Choreographed Movement • Learn and perform choreographed movement that complements concert selections. • Demonstrate: ○ Coordination ○ Balance ○ Rhythm ○ Spatial awareness ○ Expression • Practice transitions and performance routines. Recorder Review • Review proper recorder posture, hand position, and breath support. • Review previously learned notes and fingerings. • Perform songs using notes previously introduced throughout Grades 2–5. • Demonstrate accurate rhythm, pitch, articulation, and musical expression.
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	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 diverse cultures and traditions that use a variety of scales and tonal systems. Lessons emphasize that while major and minor scales are common in Western music, cultures around the world organize pitch differently. Students will recognize and appreciate the diversity of musical expression while participating in an inclusive learning environment. 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.	- Create an original musical idea inspired by a composer or musical style. 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 study composers representing a variety of cultures, backgrounds, time periods, and musical traditions. Lessons emphasize that music is shaped by diverse voices and experiences. Students will explore how composers from around the world have contributed to classical, folk, jazz, popular, and contemporary music while developing respect for	- Perform individually, in small groups, and as a class ensemble. Performance Reflection - Evaluate rehearsals using teacher and peer feedback. - Reflect on personal musical growth throughout the school year. - Set goals for future musical learning and performance experiences. 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 perform music representing a variety of cultures, musical traditions, and historical periods. Concert selections will
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	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 musical works by African American composers and performers, examining how scales, melody, and tonality contribute to genres such as spirituals, blues, jazz, gospel, 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 music has preserved culture and expressed human emotions throughout history. Musical examples will illustrate how melody and tonality can communicate hope, remembrance, and resilience.	different perspectives and artistic traditions. 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 examine the contributions of African American composers and musicians, including Florence Price, Scott Joplin, Duke Ellington, William Grant Still, and other influential artists whose work has shaped American music and culture. 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 explore how music has preserved history, culture, and human	encourage appreciation of diverse musical styles while promoting respect, collaboration, and inclusion. Every student will have meaningful opportunities to participate and contribute to the ensemble regardless of ability or prior musical experience. 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 perform and explore music influenced by African American musical traditions, recognizing the contributions of African American musicians and composers to American music and culture. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have
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		experiences. Age-appropriate examples will demonstrate how composers have used music to express resilience, remembrance, and hope during times of hardship.	demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize that music has served as a means of preserving culture, expressing hope, and bringing communities together throughout history. Age-appropriate musical selections may reinforce themes of perseverance, empathy, and remembrance.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music</i> – John Feierabend Materials - Staff paper - Scale worksheets - Treble clef note charts - Recorders - Classroom keyboards (if available) - Classroom instruments - Whiteboards - Music notation flashcards - Listening examples	Resources Texts <i>First Steps in Music</i> – John Feierabend Materials - Composer timeline - Listening guides - Graphic organizers - Biography worksheets - Presentation materials - Classroom instruments - Interactive whiteboard - Recording examples Online Resources - QuaverMusic - Music K-8 - Chrome Music Lab	Resources Texts <i>First Steps in Music</i> – John Feierabend Materials - Recorders - Recorder fingering charts - Sheet music - Concert accompaniment tracks - Classroom percussion instruments - Music stands (if available) - Microphone/sound equipment (if available) - Movement props (optional) - Performance reflection sheets Online Resources

	Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• 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> 3. <i>At Risk/BSI</i> 4. <i>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 At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples	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	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	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	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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