

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

General Music

Grade: 2

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 2 Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1 Review Musical Symbols (September - 4 weeks)	Unit 2 Introduction to Note Names EGBDF/FACE (October - 4 weeks)	Unit 3 Review Musical Notes & Rests (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 General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	NJSLS General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.	NJSLS General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

	Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators’/ performers’ expressive intent. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators’/ performers’ expressive intent. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate 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>	English Language Arts NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms,playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body	English Language Arts NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms,playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body	English Language Arts NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms,playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body

	weight (e.g., stretching, bending, twisting, curling). Mathematics 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape Science 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Social Studies 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how	weight (e.g., stretching, bending, twisting, curling). Mathematics 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape Science 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Social Studies 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how	weight (e.g., stretching, bending, twisting, curling). Mathematics 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape Science 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Social Studies 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how
--	---	---	---

	and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.	and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.	and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
--	--	--	--

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 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Financial Literacy 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Financial Literacy 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● <i>8.1 Computer Science; or</i> ● <i>8.2 Design Thinking)</i>	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing Technology. 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing Technology. 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing Technology. 8.2.2.ED.1 Communicate the function of a product or device.

	Design Thinking 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.	Design Thinking 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.	Design Thinking 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
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?)	• Musical symbols provide a universal language that helps musicians communicate. • Musicians use symbols to understand rhythm, pitch, dynamics, tempo, and expression. • Reading and interpreting music requires practice, focus, and attention to detail. • Understanding musical symbols allows musicians to perform and create music. • Music notation helps preserve and share musical ideas.	• Musicians use note names to identify pitches on the musical staff. • The treble clef organizes notes into specific lines and spaces. • Patterns help musicians remember note names and read music more easily. • Understanding note names helps musicians perform, create, and communicate music. • Musicians use knowledge of pitch to interpret and perform melodies.	• Musical notes and rests communicate sound and silence. • Rhythm is organized through patterns of beats and measures. • Musicians use note and rest values to read, perform, and create music. • Accurate rhythm requires counting, listening, and practice. • Written rhythms allow musicians to share musical ideas with others.
Essential Questions: (Follow UbD best practices in the creation of questions)	1. Why do musicians use symbols? 2. How do musical symbols communicate ideas?	1. Why do musicians need to know note names? 2. How do note names help us read music? 3. How can patterns help us remember notes on the staff?	1. How do notes and rests create rhythm? 2. Why are rests important in music? 3. How do musicians read and perform rhythmic patterns?

	- How do musicians use symbols to read and perform music? - How do musical symbols help us become better musicians? - How can we apply what we know about notation to create and perform music?	- How does the placement of a note affect its pitch? - How do musicians use note names when performing music?	- How can understanding rhythm help us become better musicians? - How do musicians use notation to communicate musical ideas?
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 Students will demonstrate understanding through: - Teacher observations - Class discussions and questioning - Active listening activities - Participation in singing, movement, and performance activities - Musical vocabulary activities - Instrument exploration and identification - Rhythm and movement activities - Exit tickets and short response activities - Teacher-created checklists Summative Assessments Students will demonstrate mastery through:	Formative Assessments Students will demonstrate understanding through: - Teacher observations - Class discussions and questioning - Active listening activities - Participation in singing, movement, and performance activities - Musical vocabulary activities - Instrument exploration and identification - Rhythm and movement activities - Exit tickets and short response activities - Teacher-created checklists Summative Assessments Students will demonstrate mastery through:	Formative Assessments Students will demonstrate understanding through: - Teacher observations - Class discussions and questioning - Active listening activities - Participation in singing, movement, and performance activities - Musical vocabulary activities - Instrument exploration and identification - Rhythm and movement activities - Exit tickets and short response activities - Teacher-created checklists Summative Assessments Students will demonstrate mastery through:

	● Identifying and applying musical vocabulary and concepts. ● Demonstrating understanding of musical elements through listening, performing, and creating. ● Participating in individual and group musical performances. ● Applying appropriate performance behaviors and expectations. ● Explaining musical ideas using grade-level appropriate terminology. ● Demonstrating growth in musical skills and understanding. Alternative Assessment (Performance/Project) Students may demonstrate learning through: ● Individual or group performances. ● Musical creations or compositions. ● Movement activities connected to music. ● Instrument demonstrations. ● Listening responses through drawing, writing, or discussion.	● Identifying and applying musical vocabulary and concepts. ● Demonstrating understanding of musical elements through listening, performing, and creating. ● Participating in individual and group musical performances. ● Applying appropriate performance behaviors and expectations. ● Explaining musical ideas using grade-level appropriate terminology. ● Demonstrating growth in musical skills and understanding. Alternative Assessment (Performance/Project) Students may demonstrate learning through: ● Individual or group performances. ● Musical creations or compositions. ● Movement activities connected to music. ● Instrument demonstrations. ● Listening responses through drawing, writing, or discussion. ● Music projects or presentations.	● Identifying and applying musical vocabulary and concepts. ● Demonstrating understanding of musical elements through listening, performing, and creating. ● Participating in individual and group musical performances. ● Applying appropriate performance behaviors and expectations. ● Explaining musical ideas using grade-level appropriate terminology. ● Demonstrating growth in musical skills and understanding. Alternative Assessment (Performance/Project) Students may demonstrate learning through: ● Individual or group performances. ● Musical creations or compositions. ● Movement activities connected to music. ● Instrument demonstrations. ● Listening responses through drawing, writing, or discussion. ● Music projects or presentations.
--	---	---	---

	• Music projects or presentations. • Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 2 General Music Skills Checklist assessing: • Understanding of musical concepts and vocabulary • Listening and responding skills • Singing and performance skills • Rhythm and movement skills • Instrument identification and technique • Creativity and musical expression • Collaboration and participation • Ability to follow musical directions and performance expectations	• Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 2 General Music Skills Checklist assessing: • Understanding of musical concepts and vocabulary • Listening and responding skills • Singing and performance skills • Rhythm and movement skills • Instrument identification and technique • Creativity and musical expression • Collaboration and participation • Ability to follow musical directions and performance expectations	• Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 2 General Music Skills Checklist assessing: • Understanding of musical concepts and vocabulary • Listening and responding skills • Singing and performance skills • Rhythm and movement skills • Instrument identification and technique • Creativity and musical expression • Collaboration and participation • Ability to follow musical directions and performance expectations
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>	Learning Activities/Content Students will: • Review musical symbols learned in Grade 1.	Learning Activities/Content Students will: • Review the musical staff, treble clef, lines, and spaces. • Learn that notes represent specific pitches.	Learning Activities/Content Students will: • Review previously learned musical symbols and notation. • Review the purpose of notes and rests in music.

• <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	• Review the purpose of musical notation as a communication system. • Identify and apply common musical symbols, including: ○ Staff ○ Treble clef/G-clef ○ Bar lines ○ Measures ○ Repeat signs ○ Notes and rests ○ Dynamic markings ○ Tempo markings ○ Articulation symbols • Review rhythm values and their relationship to beats. • Practice reading and performing rhythmic patterns. • Review pitch concepts and note placement on the staff. • Connect written musical symbols to songs and performances. • Use classroom instruments and voice to demonstrate understanding. • Apply musical vocabulary during discussions and activities. • Develop confidence reading and interpreting simple musical notation. DEI Activities - Diversity and Inclusion statute	• Introduce note names on the treble clef staff: ○ Lines: E–G–B–D–F ■ “Every Good Boy Does Fine” ○ Spaces: F–A–C–E ■ “FACE” • Practice identifying notes using: ○ Staff diagrams ○ Note cards ○ Musical games ○ Whiteboard activities ○ Digital music activities • Explore how notes move higher and lower on the staff. • Connect note names to pitch through singing and listening activities. • Practice reading simple melodic patterns. • Use classroom instruments to play identified notes. • Create simple melodies using learned note names. • Develop confidence reading beginner-level music notation. 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	• Identify and apply common rhythmic values, including: Notes • Whole note • Half note • Quarter note • Paired eighth notes Rests • Whole rest • Half rest • Quarter rest • Eighth rest • Review the relationship between notes, rests, and beats. • Practice counting rhythms using rhythm syllables and numbers. • Perform rhythmic patterns through: ○ Clapping ○ Body percussion ○ Movement ○ Classroom instruments • Identify rhythms within familiar songs. • Create and perform original rhythmic patterns. • Practice reading rhythms in different arrangements.
---	---	---	--

	(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 string instruments from various cultures, communities, and musical traditions. Students will recognize that string instruments are used around the world to tell stories, celebrate traditions, and express emotions. Lessons encourage students to appreciate diverse musical experiences and understand that musicians from all backgrounds contribute to the world of music. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values,	experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will explore music from a variety of cultures, communities, and traditions to recognize that music is a universal form of expression. Through singing, listening, movement, performance, and creative activities, students will develop an appreciation for diverse musical styles and experiences. Lessons encourage respect, empathy, collaboration, and inclusion by recognizing that every student brings unique perspectives, abilities, and experiences to the classroom music community. Amistad Law (N.J.S.A. 18A:52-16A-88)	- Apply rhythm skills during ensemble activities. - Connect written rhythms to musical performances. 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 music from a variety of cultures, communities, and traditions to recognize that music is a universal form of expression. Through singing, listening, movement, performance, and creative activities, students will develop an appreciation for diverse musical styles and experiences. Lessons encourage respect, empathy,
--	--	---	--

	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 contributions of African American musicians and composers who used string instruments in a variety of musical traditions, including jazz, blues, orchestral, and contemporary music. Students recognize the influence of diverse musicians on American music history. 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 develop empathy, cooperation, and respect through listening activities, discussions, and collaborative music experiences. Students	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 Americans to music and American culture through exposure to diverse musicians, composers, performers, and musical traditions. Instruction will include opportunities to recognize the historical and cultural impact of African American musicians and their influence on various musical genres and styles. 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.	collaboration, and inclusion by recognizing that every student brings unique perspectives, abilities, and experiences to the classroom music community. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African Americans to music and American culture through exposure to diverse musicians, composers, performers, and musical traditions. Instruction will include opportunities to recognize the historical and cultural impact of African American musicians and their
--	--	--	---

	recognize the importance of valuing different cultures and perspectives.	Students will develop empathy, kindness, respect, and understanding through collaborative music experiences. Music activities promote acceptance, inclusion, and appreciation of different cultures, traditions, and perspectives while encouraging students to work together as a musical community.	influence on various musical genres and styles. 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 develop empathy, kindness, respect, and understanding through collaborative music experiences. Music activities promote acceptance, inclusion, and appreciation of different cultures, traditions, and perspectives while encouraging students to work together as a musical community.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music</i> - John Feierabend <i>Kodály in the Classroom</i> Materials	Resources Texts <i>First Steps in Music</i> - John Feierabend <i>Kodály in the Classroom</i> Materials	Resources Texts <i>First Steps in Music</i> - John Feierabend <i>Kodály in the Classroom</i> Materials

	• Musical symbol flashcards • Rhythm cards • Staff paper • Whiteboards • Song charts • Classroom percussion instruments • Notation manipulatives • Listening examples Online Resources • QuaverMusic • Music K-8 • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • PBS LearningMedia • Chrome Music Lab	• Staff paper • Note name flashcards • Treble clef visuals • Rhythm and pitch cards • Whiteboards • Classroom instruments • Keyboard/piano visuals • Music notation worksheets • Classroom instruments Online Resources • QuaverMusic • Music K-8 • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • PBS LearningMedia • Chrome Music Lab	• Rhythm cards • Note and rest flashcards • Rhythm worksheets • Whiteboards • Staff paper • Classroom percussion instruments • Song charts • Rhythm manipulatives Online Resources • QuaverMusic • Music K-8 • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • PBS LearningMedia • Chrome Music Lab
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</i> 5. 504)	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling • Picture-supported directions	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling • Picture-supported directions	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling • Picture-supported directions

	• Peer partners • Repetition of songs and movement At Risk/BSI • Frequent teacher check-ins • Simplified directions • Additional practice opportunities • Positive reinforcement • Small-group support Gifted & Talented/Advanced • Lead movement demonstrations • Create original movement sequences • Demonstrate beat patterns for classmates • Explore more complex movement combinations Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	• Peer partners • Repetition of songs and movement At Risk/BSI • Frequent teacher check-ins • Simplified directions • Additional practice opportunities • Positive reinforcement • Small-group support Gifted & Talented/Advanced • Lead movement demonstrations • Create original movement sequences • Demonstrate beat patterns for classmates • Explore more complex movement combinations Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	• Peer partners • Repetition of songs and movement At Risk/BSI • Frequent teacher check-ins • Simplified directions • Additional practice opportunities • Positive reinforcement • Small-group support Gifted & Talented/Advanced • Lead movement demonstrations • Create original movement sequences • Demonstrate beat patterns for classmates • Explore more complex movement combinations Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans
--	---	---	---

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	Unit 5 Recorder Playing B-A-G (exercises)	Unit 6 Recorder Playing B-A-G (songs)
--	--	--	--

	(December - 4weeks)	(January - 4 weeks)	(February)
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 General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.	NJSLS General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.	NJSLS General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

	Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate 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>	English Language Arts NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 6.1.2.HistorySE.1: Use examples of	English Language Arts NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 6.1.2.HistorySE.1: Use examples of	English Language Arts NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Mathematics A. Know number names and the count sequence. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Mathematics A. Know number names and the count sequence. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Mathematics A. Know number names and the count sequence. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
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,</i>	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<i>Exploration, Preparation & Training; or</i> ● 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
Integration of Computer Science and Design Thinking: Write out complete NJSLs: (Must have at least one standard from: ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.
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 can be expressed through singing, movement, rhythm, and instruments. ● The Kodály approach helps musicians develop musical understanding through singing, listening, movement, and symbols. ● Songs reflect traditions, cultures, celebrations, and	● Musicians develop skills through practice, patience, and reflection. ● Proper technique allows musicians to create accurate and expressive sounds. ● Musical notation communicates instructions for performers.	● Musicians combine note reading, rhythm, and technique to perform songs. ● Practice helps musicians improve fluency and confidence. ● Musical notation provides the information needed to perform melodies accurately.

	experiences of communities around the world. • Musicians use movement and expression to communicate musical ideas. • Ensemble performances require cooperation, practice, and respect.	• Instruments can be used to express musical ideas and emotions. • Ensemble playing requires listening, cooperation, and responsibility.	• Good musicians listen to themselves and others while performing. • Performing music requires focus, expression, and teamwork.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How can we use our voices and bodies to express music? 2. How does movement help us understand music? 3. How do songs connect us to different cultures and traditions? 4. Why is teamwork important when performing music? 5. How can musicians show expression while singing and moving?	1. How do musicians learn to play an instrument? 2. Why is proper technique important when playing recorder? 3. How do notes and fingerings help us perform music? 4. How can practice improve our musical skills? 5. How do musicians work together to create a successful performance?	1. How do musicians turn notes into songs? 2. How does practice improve our recorder playing? 3. Why is it important to use correct fingerings and rhythm? 4. How do musicians perform together successfully? 5. How can expression make a song more enjoyable to hear?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i> <i>2. Summative,</i> <i>3. Alternative - Performance/Project)</i> <i>4. Benchmark)</i>	Formative Assessments Students will demonstrate understanding through: • Teacher observations • Class discussions and questioning • Active listening activities	Formative Assessments Students will demonstrate understanding through: • Teacher observation of recorder technique • Fingering practice activities • Note identification activities • Echo playing exercises • Rhythm practice	Formative Assessments Students will demonstrate understanding through: • Teacher observations • Recorder warm-ups • Fingering practice • Song rehearsals • Rhythm reading activities • Peer feedback

	• Participation in singing, movement, and performance activities • Musical vocabulary activities • Instrument exploration and identification • Rhythm and movement activities • Exit tickets and short response activities • Teacher-created checklists Summative Assessments Students will demonstrate mastery through: • Identifying and applying musical vocabulary and concepts. • Demonstrating understanding of musical elements through listening, performing, and creating. • Participating in individual and group musical performances. • Applying appropriate performance behaviors and expectations. • Explaining musical ideas using grade-level appropriate terminology. • Demonstrating growth in musical skills and understanding.	• Recorder warm-ups • Individual and group practice • Teacher feedback and checklists Summative Assessments Students will demonstrate mastery through: • Correctly identifying and performing recorder notes B, A, and G. • Demonstrating proper recorder posture, hand position, and breath control. • Performing simple recorder exercises using learned notes. • Maintaining steady rhythm and accurate fingerings. • Demonstrating appropriate ensemble performance skills. Alternative Assessment (Performance/Project) Students may demonstrate learning through: • Performing a B-A-G recorder song. • Creating a short melody using B-A-G notes. • Recording a recorder performance. • Demonstrating finger patterns and explaining technique.	• Small-group performances • Teacher-created performance checklists Summative Assessments Students will demonstrate mastery through: • Performing simple songs using the notes B, A, and G. • Demonstrating correct recorder technique and finger placement. • Maintaining a steady beat and accurate rhythms. • Performing with appropriate dynamics and expression. • Demonstrating confidence during individual or group performances. Alternative Assessment (Performance/Project) Students may demonstrate learning through: • Performing a favorite B-A-G recorder song. • Creating a simple melody using B, A, and G. • Recording a recorder performance. • Performing in a small ensemble.
--	--	--	---

	Alternative Assessment (Performance/Project) Students may demonstrate learning through: • Individual or group performances. • Musical creations or compositions. • Movement activities connected to music. • Instrument demonstrations. • Listening responses through drawing, writing, or discussion. • Music projects or presentations. • Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 2 General Music Skills Checklist assessing: • Understanding of musical concepts and vocabulary • Listening and responding skills • Singing and performance skills • Rhythm and movement skills • Instrument identification and technique • Creativity and musical expression	• Performing in a small group ensemble. Benchmark Assessment Teacher-created Grade 2 General Music Skills Checklist assessing: • Recorder care and responsibility • Proper playing position • Breath control • Finger placement • Note recognition • Rhythm accuracy • Performance skills • Musical expression •	• Reflecting on personal musical growth and performance goals. Benchmark Assessment Teacher-created Grade 2 General Music Skills Checklist assessing: • Recorder technique • Fingering accuracy • Rhythm accuracy • Melody performance • Breath control • Musical expression • Ensemble participation • Performance confidence
--	---	---	--

	• Collaboration and participation • Ability to follow musical directions and performance expectations		
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • Amistad Law • Holocaust Law • LGBTQ/Disabilities Law)	Learning Activities/Content Students will: • Review Kodály-based concepts including: ○ Solfege ○ Hand signs ○ Echo singing ○ Call and response ○ Inner hearing • Develop pitch accuracy through singing exercises. • Practice rhythmic patterns through movement and body percussion. • Explore seasonal and holiday songs from various cultures and traditions. • Discuss the meaning, history, and cultural significance of selected songs. • Learn and perform songs using: ○ Voice ○ Movement ○ Classroom instruments ○ Body percussion	Learning Activities/Content Students will: • Learn proper recorder care and classroom expectations. • Identify recorder parts: ○ Mouthpiece ○ Body ○ Finger holes ○ Left and right hand placement • Practice proper recorder technique: ○ Sitting/standing posture ○ Relaxed hands ○ Gentle air support ○ Tonguing technique • Learn first recorder notes: Note B • Left thumb covers thumb hole • Left pointer finger covers first hole Note A	Learning Activities/Content Students will: • Review recorder care and performance expectations. • Review proper posture, hand position, breath support, and tonguing. • Review the recorder notes: ○ B ○ A ○ G • Practice transitioning smoothly between notes. • Read simple melodies using standard notation. • Perform beginner recorder songs using only B, A, and G. • Develop steady beat while performing individually and with classmates. • Practice musical expression through: ○ Dynamics ○ Tempo ○ Phrasing ○ Articulation

	● Explore musical elements including: ○ Tempo ○ Dynamics ○ Rhythm ○ Melody ○ Expression ● Create movements that match the mood and style of music. ● Practice performing as an ensemble. ● Develop confidence through sharing musical performances. 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 music from a variety of cultures, communities, and traditions to recognize that music is a	● Left thumb and pointer finger plus middle finger cover holes Note G ● Left thumb, pointer, middle, and ring fingers cover holes ● Practice B-A-G exercises: ○ Echo patterns ○ Call and response ○ Note changes ○ Simple melodies ○ Rhythm exercises ● Read beginner recorder notation. ● Practice counting rhythms before playing. ● Perform exercises individually and as an ensemble. ● Apply dynamics and expression to recorder performances. ● Reflect on progress and set personal improvement goals. 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).	● Perform echo songs and call-and-response activities. ● Participate in small-group and whole-class recorder ensembles. ● Reflect on progress and set goals for improving recorder performance. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Students will perform songs representing a variety of musical styles and cultural traditions. Through collaborative music-making, students learn to appreciate diverse musical experiences while recognizing that every student contributes to the
--	---	---	---

	universal form of expression. Through singing, listening, movement, performance, and creative activities, students will develop an appreciation for diverse musical styles and experiences. Lessons encourage respect, empathy, collaboration, and inclusion by recognizing that every student brings unique perspectives, abilities, and experiences to the classroom music community. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African Americans to music and American culture through exposure to diverse	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 wind instruments are used across cultures and communities around the world. Students will recognize that music-making is accessible to everyone and that musicians develop skills through practice and perseverance. Recorder activities encourage teamwork, respect, patience, and appreciation of each student's individual progress. 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	success of an ensemble. Lessons promote respect, inclusion, cooperation, and confidence 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 they have contributed to the development of a culture's history. Students will explore contributions of African American musicians whose work with melody, rhythm, and wind instruments has influenced American music. Students will recognize the importance of African American musical traditions in shaping music performed today. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have
--	--	---	--

	musicians, composers, performers, and musical traditions. Instruction will include opportunities to recognize the historical and cultural impact of African American musicians and their influence on various musical genres and styles. 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 develop empathy, kindness, respect, and understanding through collaborative music experiences. Music activities promote acceptance, inclusion, and appreciation of different cultures, traditions, and perspectives while encouraging students to work together as a musical community.	they have contributed to the development of a culture's history. - Students will explore contributions of African American musicians and performers who used wind instruments and instrumental music to create influential musical traditions. Students will recognize the role of wind instruments in genres such as jazz, blues, and other American musical styles. 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 instrumental music has been used throughout history to express emotions, preserve traditions, and bring communities together. Students develop empathy and respect through collaborative music-making.	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 traditions, express emotions, and unite communities. Ensemble playing encourages empathy, cooperation, and mutual respect.
--	--	--	---

Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts • <i>First Steps in Music</i> - John Feierabend • <i>Kodály in the Classroom</i> • <i>Orff Schulwerk: Music for Children</i> Materials • Song charts • Rhythm cards • Solfege cards • Hand sign visuals • Scarves/ribbons for movement • Classroom percussion instruments • Listening examples • Performance recordings Online Resources • QuaverMusic • Music K-8 • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • PBS LearningMedia • Chrome Music Lab	Resources Texts • <i>Recorder Karate</i> • <i>First Steps in Music</i> - John Feierabend • Materials • Student recorders • Recorder fingering charts • Recorder method books • Music notation worksheets • Song charts • Rhythm cards • Metronome • Classroom instruments Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • <i>Recorder Karate</i> • <i>First Steps in Music</i> - John Feierabend Materials • Student recorders • Recorder fingering charts • Recorder method books • Sheet music using B-A-G • Music stands (if available) • Rhythm cards • Classroom percussion instruments • Performance recordings Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i>	Special Education • Visual schedules and picture cues • Teacher modeling	Special Education • Visual schedules and picture cues • Teacher modeling	Special Education • Visual schedules and picture cues • Teacher modeling

2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	● Repetition and guided practice ● Adaptive movement options ● Small-group instruction ● Preferential seating English Language Learners (ELLs) ● Visual vocabulary cards ● Gestures and modeling ● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating	● Repetition and guided practice ● Adaptive movement options ● Small-group instruction ● Preferential seating English Language Learners (ELLs) ● Visual vocabulary cards ● Gestures and modeling ● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating	● Repetition and guided practice ● Adaptive movement options ● Small-group instruction ● Preferential seating English Language Learners (ELLs) ● Visual vocabulary cards ● Gestures and modeling ● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating
--	--	--	--

	• Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	• Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	• Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans
--	---	---	---

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 7 Recorder Playing C&D Exercises (March - 4 weeks)	Unit 8 Recorder Playing B-A-G-C-D Songs (April - 4 weeks)	Unit 9 Instrument Exploration & Review of End-of-Year Concert Songs and Choreographed Movement to Music (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 General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	NJSLS General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	NJSLS General Music Standards Creating 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

	1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. Responding 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate 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>	English Language Arts NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g.,	English Language Arts NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g.,	English Language Arts NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g.,

● <i>World Languages - Standard 7;</i>	classrooms,playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Mathematics A. Know number names and the count sequence. 2. Count forward beginning from a given number within the	classrooms,playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Mathematics A. Know number names and the count sequence. 2. Count forward beginning from a given number within the	classrooms,playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Mathematics A. Know number names and the count sequence. 2. Count forward beginning from a given number within the
---	--	--	--

	known sequence (instead of having to begin at 1)	known sequence (instead of having to begin at 1)	known sequence (instead of having to begin at 1)
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)	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i>	N/A	N/A	N/A

● 9.3 Career and Technical Education)			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Learning new notes expands the range of music musicians can perform. ● Proper finger placement and breath control produce accurate pitches. ● Practice and repetition improve instrumental performance. ● Musical notation helps musicians perform increasingly challenging music. ● Musicians grow through reflection, persistence, and collaboration.	● Musicians combine technical skills and musical expression to perform complete songs. ● Reading music accurately allows musicians to perform independently. ● Practice improves confidence, accuracy, and musical fluency. ● Ensemble performance requires listening, cooperation, and responsibility. ● Music communicates ideas and emotions through melody, rhythm, and expression.	● Music combines singing, movement, and instruments to communicate ideas and emotions. ● Ensemble performances require teamwork, preparation, and responsibility. ● Practice and reflection improve musical performance. ● Instruments add texture and variety to musical performances. ● Musicians use expression and movement to engage audiences.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do new notes help us play more music? 2. Why is proper fingering important? 3. How does practice improve our recorder skills? 4. How do musicians improve their performances? 5. How can we become more confident recorder players?	1. How do musicians prepare to perform complete songs? 2. Why are practice and perseverance important? 3. How do note reading and technique work together? 4. How does performing with others improve our music? 5. How can expressions make a performance more meaningful?	1. How do musicians prepare for a successful performance? 2. Why is teamwork important in an ensemble? 3. How do instruments and movement enhance music? 4. How does practice improve confidence and performance? 5. How can music communicate ideas and emotions to an audience?
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 -</i> 4. <i>Performance/Project)</i>	Formative Assessments Students will demonstrate understanding through: ● Teacher observations ● Fingering drills ● Recorder warm-ups ● Echo playing ● Rhythm reading ● Note identification activities ● Small-group practice ● Teacher-created performance checklists Summative Assessments Students will demonstrate mastery through: ● Correctly identifying and performing the notes C and D on the recorder. ● Demonstrating proper recorder posture, hand position, and breath control. ● Performing exercises using B, A, G, C, and D. ● Reading and performing simple melodic exercises with rhythmic accuracy. ● Demonstrating appropriate performance habits. Alternative Assessment (Performance/Project) Students may demonstrate learning through:	Formative Assessments Students will demonstrate understanding through: ● Teacher observations ● Recorder warm-ups ● Song rehearsals ● Fingering practice ● Rhythm reading activities ● Peer feedback ● Small-group performances ● Teacher-created performance checklists Summative Assessments ● Students will demonstrate mastery through: ● Performing complete recorder songs using the notes B, A, G, C, and D. ● Demonstrating proper posture, breath support, and finger placement. ● Reading and performing melodies with rhythmic accuracy. ● Performing with appropriate dynamics, tempo, articulation, and expression. ● Demonstrating confidence during individual and ensemble performances. Alternative Assessment (Performance/Project)	Formative Assessments Students will demonstrate understanding through: ● Teacher observations ● Rehearsal participation ● Instrument exploration activities ● Singing practice ● Movement rehearsals ● Peer feedback ● Teacher-created performance checklists ● Class discussions Summative Assessments Students will demonstrate mastery through: ● Performing end-of-year concert selections with accurate rhythm, pitch, and expression. ● Demonstrating appropriate use of classroom instruments. ● Performing choreographed movements with confidence and coordination. ● Demonstrating appropriate concert etiquette and ensemble skills. ● Participating successfully in the final performance. Alternative Assessment (Performance/Project)
--	---	--	--

	- Performing a recorder exercise using all five notes. - Creating a short melodic pattern with B, A, G, C, and D. - Demonstrating recorder fingerings for classmates. - Recording a practice performance. - Participating in a small-group recorder ensemble. Benchmark Assessment Teacher-created Grade 1 General Music Skills Checklist assessing: - Recorder technique - Fingering accuracy - Breath control - Rhythm accuracy - Note reading - Musical expression - Performance confidence - Ensemble participation	Students may demonstrate learning through: - Performing a complete recorder song independently. - Performing in a recorder ensemble. - Creating a short melody using B, A, G, C, and D. - Recording and evaluating a personal performance. - Demonstrating musical growth through a performance portfolio. Benchmark Assessment Teacher-created Grade 1 General Music Skills Checklist assessing: - Recorder technique - Note reading accuracy - Fingering accuracy - Rhythm accuracy - Breath control - Musical expression - Performance confidence - Ensemble participation - Assessments	Students may demonstrate learning through: - Performing with classroom instruments. - Participating in a small-group musical performance. - Creating a simple instrumental accompaniment. - Demonstrating choreographed movement to music. - Reflecting on personal musical growth throughout the school year. Benchmark Assessment Teacher-created Grade 1 General Music Skills Checklist assessing: - Singing accuracy - Instrument performance - Rhythm and steady beat - Musical expression - Choreographed movement - Ensemble participation - Concert readiness - Performance confidence
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>	Learning Activities/Content Students will: Review recorder care and performance expectations.	Learning Activities/Content Students will: Review recorder care and classroom performance expectations.	Learning Activities/Content Students will: Review classroom instrument families and proper playing techniques.

● <i>Amistad Law</i> ● <i>Holocaust Law</i> ● <i>LGBTQ/Disabilities Law</i>	● Review proper posture, hand position, breath support, and articulation. ● Review previously learned notes: ○ B ○ A ○ G ● Introduce the recorder notes: ● Low C ● High D ● Learn correct fingerings for C and D. ● Practice transitioning smoothly between B, A, G, C, and D. ● Perform technical exercises focusing on: ○ Finger coordination ○ Breath control ○ Tone quality ○ Rhythm accuracy ● Read simple musical exercises using all five notes. ● Perform echo patterns, call-and-response activities, and melodic drills. ● Strengthen note-reading skills through individual and group practice. ● Prepare for performing songs that include the expanded note range. DEI Activities -	● Review proper posture, hand position, breath support, articulation, and tone quality. ● Review the recorder notes: ○ B ○ A ○ G ○ C ○ D ● Practice smooth note transitions and accurate finger placement. ● Read and perform complete songs using B-A-G-C-D. ● Develop fluency through repeated practice of familiar melodies. ● Strengthen rhythm reading while performing songs. ● Apply musical expression by demonstrating: ○ Dynamics ○ Tempo ○ Articulation ○ Phrasing ● Perform individually, in partners, and as a class ensemble. ● Evaluate personal progress and set goals for continued improvement. ● Prepare for end-of-year classroom performances by demonstrating confident recorder playing.	● Explore and perform with classroom percussion and melodic instruments. ● Review previously learned musical concepts including: ○ Steady beat ○ Rhythm ○ Tempo ○ Dynamics ○ Musical symbols ○ Recorder skills ● Sing and rehearse end-of-year concert selections. ● Practice accurate pitch, rhythm, diction, and expression. ● Learn and rehearse choreographed movement to accompany concert songs. ● Perform instrumental accompaniments using classroom instruments. ● Practice concert etiquette, audience behavior, and stage presence. ● Rehearse as an ensemble using singing, movement, recorder, and instruments. ● Reflect on musical growth and celebrate accomplishments from the school year. DEI Activities - Diversity and Inclusion statute
---	--	---	---

	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 how wind instruments are used in musical traditions around the world. Through ensemble playing, students develop cooperation, respect, and appreciation for diverse musical styles and recognize that every musician contributes to the success of a group performance. 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,	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 songs representing a variety of musical traditions and cultures while recognizing that music connects people across communities. Students will collaborate respectfully with classmates and understand that every performer contributes to a successful ensemble regardless of experience or ability. Amistad Law (N.J.S.A. 18A:52-16A-88)	(N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will perform music representing a variety of cultures, traditions, and musical styles while recognizing that music brings people together across communities. Students will celebrate the contributions of all performers and demonstrate respect, inclusion, and teamwork throughout rehearsals and performances. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and
--	--	---	--

	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 African American musicians whose artistry with wind instruments has shaped American musical traditions. Students recognize the lasting influence of African American performers and composers across a variety of musical genres. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will explore how instrumental music has been used throughout history to preserve traditions, communicate emotions, and foster hope and resilience. Collaborative music-making	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 whose performances and compositions have influenced American instrumental music. Students will recognize how African American musical traditions continue to shape music performed today. 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 been used to preserve traditions, express emotions, and strengthen communities during difficult	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 recognize the contributions of African American musicians, composers, and performers whose work has influenced American music and performance traditions. Students will explore how music celebrates history, culture, and community. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will learn that music has served as a powerful form of expression, remembrance, resilience, and hope throughout history. Through collaborative performances, students practice empathy,
--	--	--	--

	promotes empathy, respect, and understanding.	times. Collaborative music-making reinforces empathy, respect, and understanding.	kindness, and respect for others.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts • <i>Recorder Karate</i> • <i>First Steps in Music</i> - John Feierabend Materials • Student recorders • Recorder fingering charts • Recorder method books • Staff paper • Sheet music and exercise pages • Rhythm cards • Whiteboards • Metronome Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia	Resources Texts • <i>Recorder Karate</i> • <i>First Steps in Music</i> - John Feierabend Materials • Student recorders • Recorder fingering charts • Recorder songbooks • Sheet music using B-A-G-C-D • Rhythm cards • Music stands (if available) • Classroom percussion instruments • Performance recordings Online Resources • QuaverMusic • Chrome Music Lab • Music K-8 • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • <i>Recorder Karate</i> • <i>First Steps in Music</i> - John Feierabend • Teacher-selected concert music Materials • Classroom percussion instruments • Recorder • Songbooks • Concert music • Instrument visuals • Rhythm cards • Scarves or movement props (optional) • Audio recordings • Performance accompaniment tracks Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab

	• The Kennedy Center ArtsEdge		• 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</i> 5. 504)	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling • Picture-supported directions • Peer partners • Repetition of songs and movement At Risk/BSI • Frequent teacher check-ins • Simplified directions • Additional practice opportunities • Positive reinforcement • Small-group support Gifted & Talented/Advanced • Lead movement demonstrations	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling • Picture-supported directions • Peer partners • Repetition of songs and movement At Risk/BSI • Frequent teacher check-ins • Simplified directions • Additional practice opportunities • Positive reinforcement • Small-group support Gifted & Talented/Advanced • Lead movement demonstrations	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling • Picture-supported directions • Peer partners • Repetition of songs and movement At Risk/BSI • Frequent teacher check-ins • Simplified directions • Additional practice opportunities • Positive reinforcement • Small-group support Gifted & Talented/Advanced • Lead movement demonstrations

	● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating ● Flexible movement accommodations ● Scheduled movement breaks ● Extended processing time ● Individual accommodations according to student plans	● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating ● Flexible movement accommodations ● Scheduled movement breaks ● Extended processing time ● Individual accommodations according to student plans	● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating ● Flexible movement accommodations ● Scheduled movement breaks ● Extended processing time ● Individual accommodations according to student plans
--	--	--	--