

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

General Music

Grade: 1

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 1 Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1 Families of Instruments Introduce String Family (September - 4 weeks)	Unit 2 Introduce Woodwind Family & Brass Family (October - 4 weeks)	Unit 3 Introduce Percussion Family (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. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in,	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. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in,	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. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in,

	knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic	knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic	knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic
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	knowledge of music concepts and how they support creators’/performers’ expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of 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. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	knowledge of music concepts and how they support creators’/performers’ expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of 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. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	knowledge of music concepts and how they support creators’/performers’ expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of 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. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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 NJLSA.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).	English Language Arts NJLSA.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).	English Language Arts NJLSA.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)	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)	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)
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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> ● 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: (Follow UbD: What big ideas will students know?)	• Instruments are organized into families based on how they create sound. • The string family creates sound through vibrating strings. • Musicians use different techniques to produce different sounds on instruments. • Listening carefully helps us identify and describe instruments. • Music connects people, cultures, and traditions around the world.	• Instruments are organized into families based on how they create sound. • Woodwind instruments create sound by blowing air through the instrument, while brass instruments create sound through vibrating lips and air. • Musicians use different techniques to create different sounds. • Listening carefully helps us identify and describe instruments. • Instruments from different families work together to create musical performances.	• Instruments are grouped into families based on how they create sound. • Percussion instruments create sound when they are struck, shaken, scraped, or played in different ways. • Percussion instruments can create rhythm, patterns, and musical effects. • Musicians use listening skills to identify and describe instruments. • Percussion instruments are used in music around the world.
Essential Questions: (Follow UbD best practices in the creation of questions)	1. Why are instruments grouped into families? 2. How do string instruments create sound? 3. What makes one instrument sound different from another? 4. How can we identify instruments by listening? 5. How do musicians use instruments to express ideas and emotions?	1. Why are instruments grouped into families? 2. How do woodwind and brass instruments create sound? 3. What makes one instrument sound different from another? 4. How can we identify instruments by listening? 5. How do instrument families work together in an ensemble?	1. What makes an instrument part of the percussion family? 2. How do percussion instruments create sound? 3. How are percussion instruments similar and different? 4. How do percussion instruments help create music? 5. How can musicians use percussion instruments to communicate 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 • Teacher observation • Instrument identification activities • Listening examples • Class discussions • Vocabulary activities • Instrument family sorting activities Summative Assessments • Identify the string family of instruments. • Describe how string instruments create sound. • Recognize examples of string instruments by sight and sound. • Use appropriate musical vocabulary to describe instruments. Alternative Assessment (Performance/Project) • Create an instrument family poster or presentation. • Participate in an instrument identification listening activity. • Demonstrate how string instruments create sound through movement or classroom models.	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.	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.
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	• Complete a drawing or writing response about a favorite string instrument. Benchmark Assessment Teacher-created Grade 1 Music Skills Checklist assessing: • Instrument family recognition • Music vocabulary • Listening skills • Participation • Ability to describe musical characteristics	• 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. • Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 1 General Music Skills Checklist assessing: • Understanding of musical concepts and vocabulary • Listening and responding skills	• 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. • Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 1 General Music Skills Checklist assessing: • Understanding of musical concepts and vocabulary • Listening and responding skills
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		• 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	• 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> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content Students will: • Learn that instruments are grouped into families based on how they produce sound. • Introduce the four main instrument families: strings, woodwinds, brass, and percussion. • Explore the string family, including violin, viola, cello, double bass, and harp. • Learn that string instruments create sound through vibrating strings. • Compare the sizes and sounds of different string instruments. • Listen to examples of string instruments in orchestral and popular music.	Learning Activities/Content Students will: • Review the four major instrument families: strings, woodwinds, brass, and percussion. • Explore the woodwind family and learn how instruments create sound through vibrating air. • Identify examples of woodwind instruments including flute, clarinet, oboe, bassoon, and saxophone. • Explore the brass family and learn how instruments create sound through buzzing lips and air vibration. • Identify examples of brass instruments including	Learning Activities/Content Students will: • Review the four major instrument families: strings, woodwinds, brass, and percussion. • Explore the percussion family and learn how percussion instruments create sound. • Identify examples of percussion instruments including drums, cymbals, xylophones, tambourines, triangles, maracas, and timpani. • Learn that percussion instruments can be played by striking, shaking, scraping, or tapping.

	• Identify string instruments by sight and sound. • Explore how musicians play string instruments using bows, plucking, and other techniques. • Discuss the role of string instruments in ensembles such as orchestras. • Respond to musical examples through movement, drawing, and discussion. • Practice respectful listening behaviors during 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 string instruments from various cultures, communities, and	trumpet, trombone, French horn, and tuba. • Compare woodwind and brass instruments by size, shape, sound, and playing technique. • Listen to musical examples featuring woodwind and brass instruments. • Identify instruments by their tone color (timbre). • Discuss how different instrument families work together in an orchestra or ensemble. • Participate in listening activities, movement activities, and instrument identification games. • Practice respectful listening behaviors during 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,	• Compare pitched and unpitched percussion instruments. • Explore how percussion instruments are used to create rhythm and musical patterns. • Practice playing classroom percussion instruments using proper techniques. • Perform simple rhythmic patterns using percussion instruments. • Listen to musical examples featuring percussion instruments from different genres and cultures. • Identify percussion instruments by their tone color (timbre). • Participate in ensemble activities that encourage teamwork and musical expression. • Practice respectful listening and performance behaviors. 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).
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	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, 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	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) 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	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) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values,
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	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 recognize the importance of valuing different cultures and perspectives.	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. - Students will develop empathy, kindness, respect, and understanding through collaborative music experiences. Music activities promote acceptance, inclusion, and appreciation of different cultures, traditions,	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. - Students will develop empathy, kindness, respect, and understanding through
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		and perspectives while encouraging students to work together as a musical community.	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>The Story of the Orchestra</i> – Robert Levine • <i>Meet the Orchestra</i> – Ann Hayes • <i>Zin! Zin! Zin! A Violin</i> – Lloyd Moss • <i>The Remarkable Farkle McBride</i> – John Lithgow Materials • Instrument picture cards • Orchestra recordings • String instrument demonstrations/videos • Listening maps • Classroom instruments Online Resources • QuaverMusic • Music K-8	Resources Texts • <i>The Story of the Orchestra</i> – Robert Levine • <i>Meet the Orchestra</i> – Ann Hayes • <i>Zin! Zin! Zin! A Violin</i> – Lloyd Moss • <i>The Remarkable Farkle McBride</i> – John Lithgow Materials • Instrument picture cards • Orchestra recordings • Instrument family charts • Listening maps • Audio/video examples of instruments • Classroom instruments Online Resources • QuaverMusic	Resources Texts • <i>The Story of the Orchestra</i> – Robert Levine • <i>Meet the Orchestra</i> – Ann Hayes • <i>Zin! Zin! Zin! A Violin</i> – Lloyd Moss • <i>The Remarkable Farkle McBride</i> – John Lithgow Materials • Classroom percussion instruments • Rhythm sticks • Hand drums • Tambourines • Maracas/shakers • Triangle • Cymbals • Xylophones • Instrument picture cards

	• Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • PBS LearningMedia • Chrome Music Lab	• Music K-8 • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • PBS LearningMedia • Chrome Music Lab	• Listening examples • Rhythm charts 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. <i>504</i>)	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	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	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	• 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	• 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
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 4 Kodaly, Holiday Songs, & moving to the music (December - 4 weeks)	Unit 5 Introduction in Musical Symbols (January - 4 weeks)	Unit 6 Introduction in Musical Notes & Rests (February - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards</i>	NJSLS General Music Standards	NJSLS General Music Standards	NJSLS General Music Standards

<i>that are applicable to the unit.)</i>	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. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive	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. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive	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. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive
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	qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of 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. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of 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. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of 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. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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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, hopping, 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	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, hopping, 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	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, hopping, 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
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	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)	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)	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> • 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> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Music can be expressed through singing, movement, rhythm, and performance. • Kodály-based activities help musicians develop listening, singing, and rhythm skills. • Songs can represent different cultures, celebrations, and traditions. • Movement can help communicate the meaning and feeling of music. • Musicians work together to create successful performances.	• Musicians use symbols to communicate musical ideas. • Musical notation helps performers know what to play, sing, and how to perform. • Symbols represent different musical elements such as rhythm, pitch, dynamics, and expression. • Reading music requires attention, practice, and problem-solving. • Musicians use written symbols to share music with others.	• Musical notes and rests are symbols that communicate sound and silence. • Each note and rest has a specific value that helps organize music. • Musicians use notation to read, perform, and create music. • Rhythm patterns are created by combining notes and rests. • Practice and attention to detail help musicians improve performance skills.
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?	1. Why do musicians use symbols?	1. Why do musicians use notes and rests?

	- How do Kodály activities help us become better musicians? - How can songs tell stories or represent traditions? - How does movement help us understand music? - Why is teamwork important when performing music?	- How do musical symbols help us understand music? - What information can musical symbols tell performers? - How do musicians use notation to create and perform music? - How is music notation similar to other forms of communication?	- How do notes and rests help organize music? - How can we read and perform rhythmic patterns? - How are sounds and silences represented in music? - How do musicians use notation to communicate with one another?
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 - 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	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	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.	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.	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.
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	• Music projects or presentations. • Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 1 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	• Music projects or presentations. • Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 1 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	• Music projects or presentations. • Collaborative activities demonstrating teamwork and musical expression. Benchmark Assessment Teacher-created Grade 1 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> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law)</i>	Learning Activities/Content Students will: • Review and apply Kodály-inspired music concepts including steady beat, rhythm syllables, and melodic patterns.	Learning Activities/Content Students will: • Learn that musicians use symbols as a language to communicate musical ideas. • Identify basic musical symbols, including:	Learning Activities/Content Students will: • Review previously learned musical symbols and notation concepts.

	● Practice rhythm patterns using Kodály syllables such as Ta and Ti-Ti. ● Explore solfège patterns through singing activities. ● Use hand signs to represent melodic direction and pitch relationships. ● Develop listening skills through echo singing and call-and-response activities. ● Sing seasonal and holiday songs from a variety of cultures and traditions. ● Discuss how music connects to celebrations, communities, and personal experiences. ● Explore movement concepts including: ○ Moving to the beat ○ Expressing musical ideas through movement ○ Responding to changes in tempo and dynamics ○ Creating simple choreography ● Use scarves, ribbons, and movement props to enhance musical expression. ● Perform songs individually and as a group. ● Practice performance etiquette, including audience	○ Staff ○ Bar lines ○ Measures ○ Notes ○ Rest symbols ○ Repeat signs ○ Treble clef ○ Dynamics symbols (piano and forte) ○ Tempo markings ● Review rhythm notation including quarter notes, paired eighth notes, and quarter rests. ● Practice reading and performing simple rhythm patterns. ● Explore how symbols communicate instructions about how music should be performed. ● Create simple rhythmic patterns using musical symbols. ● Match symbols to their meanings through games and activities. ● Use body percussion and classroom instruments to perform written patterns. ● Connect written notation to songs and musical performances. ● Practice following a musical score as a performer.	● Learn that notes represent sounds and rests represent silence. ● Identify and practice basic rhythmic notes and rests, including: ○ Quarter note ○ Paired eighth notes ○ Half note ○ Whole note ○ Quarter rest ○ Half rest ● Explore the relationship between note values and beats. ● Practice counting and performing rhythms using rhythm syllables. ● Use body percussion, movement, and classroom instruments to perform rhythms. ● Read simple rhythmic patterns from notation. ● Create original rhythm patterns using notes and rests. ● Practice keeping a steady beat while performing. ● Connect written rhythms to songs and classroom performances. ● Develop confidence in reading and performing simple musical notation.
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	awareness and teamwork. 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, collaboration, and inclusion by recognizing that every student brings unique	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, collaboration, and inclusion by recognizing that every student brings unique perspectives, abilities, and	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, collaboration, and inclusion by recognizing that every student brings unique perspectives, abilities, and
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	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 influence on various musical genres and styles. Holocaust Law (N.J.S.A. 18A:35-28)	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 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	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 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
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	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.	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.	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 – John Feierabend</i> - Kodály in the Kindergarten Classroom Materials - Seasonal and holiday song selections - Rhythm cards - Solfège hand sign visuals	Resources Texts <i>First Steps in Music – John Feierabend</i> - Kodály in the Classroom Materials - Rhythm cards - Musical symbol flashcards - Staff paper - Whiteboards - Rhythm instruments	Resources Texts <i>First Steps in Music – John Feierabend</i> - Kodály in the Classroom Materials - Rhythm cards - Musical notation flashcards - Rhythm worksheets - Whiteboards - Staff paper

	● Movement props (scarves, ribbons) ● Classroom percussion instruments ● Song charts ● Listening examples Online Resources ● QuaverMusic ● Music K-8 ● Carnegie Hall Musical Explorers ● The Kennedy Center ArtsEdge ● PBS LearningMedia ● Chrome Music Lab	● Classroom instruments ● Song charts ● Music notation examples Online Resources ● QuaverMusic ● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge	● Classroom percussion instruments ● Song charts ● Rhythm manipulatives Online Resources ● QuaverMusic ● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Visual 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	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	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	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	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
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 7 Introduction to Staff and G-clef (March - 4 weeks)	Unit 8 Creating Written Music (April - 4 weeks)	Unit 9 Orff: Instrumental Exploration Review end of the year concert songs and choreographed movement to music (May/June - 6 weeks)
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STAGE 1: Desired Results

Established Goals:

Write out complete NJSLS: *(Content Specific Standards Only. Only use standards that are applicable to the unit.)*

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.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.

Performing

1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

NJSLS

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NJSLS

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1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

	1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when	1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when	1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent. 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. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. Connecting 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when
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	creating, performing and responding to music. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	creating, performing and responding to music. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	creating, performing and responding to music. 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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, hopping, 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, hopping, 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, hopping, 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, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</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.

	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: <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> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Musicians use the staff and clefs to organize and communicate musical ideas. • The G-clef (treble clef) helps musicians identify the pitch names of notes. • Notes placed higher or lower on the staff represent different pitches. • Reading music requires understanding patterns and symbols.	• Musicians can create and communicate their own musical ideas through written notation. • Musical symbols provide a way to record and share music with others. • Composers use rhythm, pitch, and musical elements to create original pieces. • Creating music requires creativity, organization, and revision.	• Music can be created and expressed through instruments, voice, and movement. • Orff instruments allow musicians to explore rhythm, melody, and musical expression. • Successful performances require preparation, practice, teamwork, and respect.

	• Musical notation allows musicians to share music with others.	• Everyone can be a creator and contributor in music.	• Movement can communicate musical ideas and enhance a performance. • Musicians use feedback to improve their performances. • Everyone has the ability to participate and contribute to a musical ensemble.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why do musicians use the musical staff? 2. How does the G-clef help musicians read music? 3. How does the placement of notes affect pitch? 4. How do musicians use symbols to communicate musical ideas? 5. Why is learning music notation important?	1. How do musicians create and share original music? 2. Why do composers use musical notation? 3. How can we use symbols to write our own music? 4. How do rhythm and pitch help us create music? 5. How can musicians improve their musical creations?	1. How do musicians use instruments and movement to express ideas? 2. How do Orff instruments help us create music? 3. Why are practice and teamwork important for performances? 4. How can movement enhance musical expression? 5. How can musicians improve their performance skills?
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	Formative Assessments Students will demonstrate understanding through: • Teacher observations • Class discussions and questioning • Active listening activities • Participation in singing, movement, and performance activities	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:	• 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:	• 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:
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	• 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 1 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	• 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 1 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	• 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 1 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
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STAGE 3: Learning Plan

Learning Activities/Content: *(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:*

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

Learning Activities/Content

Students will:

- Review previously learned musical symbols, notes, and rests.
- Learn that the musical staff is made up of five lines and four spaces.
- Identify the purpose of the staff as a tool for organizing musical pitches.
- Introduce the G-clef (treble clef) and understand its role in music notation.
- Learn that the G-clef helps musicians identify note names and pitches.
- Explore the relationship between high and low pitches on the staff.
- Identify lines and spaces using visual and hands-on activities.
- Practice placing notes on a staff using cards, manipulatives, and technology tools.
- Connect written notes to singing and pitch-matching activities.
- Explore simple melodies using classroom instruments or voice.

Learning Activities/Content

Students will:

- Review previously learned musical symbols, notes, rests, staff, and G-clef concepts.
- Explore the role of composers and how musicians create original music.
- Create simple rhythmic compositions using:
 - Quarter notes
 - Paired eighth notes
 - Half notes
 - Whole notes
 - Quarter rests
- Organize rhythms into measures using bar lines.
- Create simple melodic patterns using classroom instruments, voice, or digital tools.
- Practice writing musical ideas using staff paper and notation activities.
- Use symbols to communicate rhythm, pitch, dynamics, and expression.
- Perform student-created compositions for classmates.
- Provide and receive positive feedback about musical creations.

Learning Activities/Content

Students will:

- Review musical concepts learned throughout the year, including rhythm, melody, dynamics, tempo, and musical symbols.
- Explore Orff-inspired instrumental experiences using:
 - Xylophones
 - Metallophones
 - Glockenspiels
 - Drums
 - Rhythm instruments
- Learn proper techniques for playing classroom instruments.
- Practice creating rhythmic and melodic patterns.
- Perform simple ostinatos and accompaniments.
- Explore how instruments work together to create an ensemble.
- Review and rehearse end-of-year concert songs.
- Practice singing with accurate pitch, rhythm, and expression.
- Develop choreographed movements connected to music.

	● Create simple musical patterns using staff notation. ● Practice following written music as a performer. 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,	● Revise compositions to improve clarity and musical expression. ● Celebrate creativity by sharing original musical works. 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	● Use body movement, gestures, and props to enhance musical performances. ● Review graduation songs and performance expectations. ● Practice: ○ Stage awareness ○ Audience etiquette ○ Entering and exiting the performance space ● Working together as a group ● Reflect on musical growth and accomplishments throughout the year. 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,
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	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	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 musicians, composers, performers, and musical traditions. Instruction will include opportunities to recognize the historical and cultural impact of African American musicians and their	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) 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
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	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.	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.	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. 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.
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Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts • <i>First Steps in Music – John Feierabend</i> • Kodály in the Classroom Materials • Staff paper • Musical staff manipulatives • G-clef visuals • Note cards • Whiteboards • Rhythm and pitch cards • Classroom instruments • Song charts Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • <i>First Steps in Music – John Feierabend</i> • <i>Kodály in the Classroom</i> Materials • Staff paper • Rhythm cards • Composition worksheets • Musical symbol cards • Whiteboards • Classroom percussion instruments • Melody and rhythm manipulatives • Digital music creation tools Online Resources • QuaverMusic • Chrome Music Lab • Music K-8 • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • First Steps in Music - John Feierabend • Kodály in the Classroom Materials • Orff instruments: ○ Xylophones ○ Glockenspiels ○ Metallophones ○ Hand drums ○ Rhythm instruments • Song charts • Movement props • Scarves and ribbons • Rhythm cards • 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> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice	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	● 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	● 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
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	• Extended processing time • Individual accommodations according to student plans	• Extended processing time • Individual accommodations according to student plans	• Extended processing time • Individual accommodations according to student plans
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