

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

ELEMENTARY INSTRUMENTAL MUSIC

Grade: 3-6

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 3-6 Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Level I (September–June - 36 weeks)	Level II (September–June - 36 weeks)	Level III (September–June - 36 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and

	expressiveness of ensemble and personal performance. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	expressiveness of ensemble and personal performance. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	expressiveness of ensemble and personal performance. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at</i>	English Language Arts NJLSA.R2. Determine central ideas	English Language Arts NJLSA.R7. Integrate and evaluate	English Language Arts

<i>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>	or themes of a text and analyze their development; summarize the key supporting details and ideas NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Health and PE 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies	content presented in diverse media and formats, including visually and quantitatively, as well as in words. Health and PE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities) Social Studies 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students use written reflections,
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	6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSLS Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
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			Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

	9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Life Literacies 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.CT.2: Identify a problem and list the types of individuals and resources 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.	9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Life Literacies 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.CT.2: Identify a problem and list the types of individuals and resources 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.	9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Life Literacies 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.CT.2: Identify a problem and list the types of individuals and resources 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or

	incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.	incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.	incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
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>	● Proper instrument care and technique are essential for successful performance. ● Musicians develop skills through regular practice, perseverance, and constructive feedback. ● Music is read using a universal system of notation that communicates rhythm,	● Strong musicianship develops through consistent practice, technical refinement, and thoughtful musical interpretation. ● Tone quality, intonation, rhythm, and expression work together to create successful performances.	● Advanced musicianship requires technical accuracy, expressive performance, and artistic interpretation. ● Music communicates ideas and emotions through rhythm, melody, harmony, dynamics, articulation, and phrasing. ● Skilled musicians evaluate and refine performances using

	melody, dynamics, and expression. • Every member of an ensemble has an important role in creating a successful performance. • Conductors communicate musical ideas that help performers work together as an ensemble. • Music reflects the cultures, traditions, and history of people throughout the world. • Musicians improve by evaluating their own performances and the performances of others using appropriate musical vocabulary.	• Musical notation provides performers with detailed information including key signatures, articulation, dynamics, tempo, and style. • Ensemble performance requires musicians to listen carefully, balance their sound, and work cooperatively. • Music from different historical periods reflects the culture, beliefs, and traditions of its time. • Constructive self-evaluation and peer feedback improve musical growth and performance quality. • Musicians continually refine their technical and expressive skills as repertoire becomes more challenging.	appropriate musical terminology and constructive critique. • Major and minor tonalities create different musical moods and expressive qualities. • Music shares common artistic principles with visual art, dance, theater, and literature. • Comparing musical works develops deeper understanding of style, form, and artistic intent. • Lifelong musicians continually refine their skills through practice, performance, reflection, and collaboration.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why is proper instrument care important? 2. How does proper playing technique improve performance? 3. How does reading music help musicians perform together? 4. What is the role of the conductor during rehearsal and performance? 5. How do rhythm, melody, dynamics, and articulation help communicate musical ideas?	1. How do tone quality and intonation improve musical performance? 2. How do articulation, dynamics, and expression communicate the composer's intent? 3. Why is it important to understand key signatures and musical notation? 4. How do musicians interpret increasingly challenging repertoire? 5. How do historical periods	1. What makes a musical performance expressive and artistic? 2. How do musicians communicate emotion through performance? 3. Why is self-evaluation an important part of becoming a better musician? 4. How do major and minor keys affect the mood of a piece? 5. How can comparing musical works deepen our understanding of music?

	6. Why is teamwork important in an instrumental ensemble? 7. How can reflecting on a performance help musicians improve? 8. How does music represent different cultures and historical time periods?	influence musical style? 6. Why is listening an essential skill in an instrumental ensemble? 7. How does evaluating performances improve musicianship?	6. What connections exist between music and other art forms? 7. How do musicians balance technical skill with artistic expression? 8. How does performance continue to improve through reflection and critique?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Teacher observation during lessons and rehearsals - Guided practice checks - Rhythm and note-reading exercises - Aural (active and passive) listening activities - Peer and self-assessment - Exit tickets - Small-group performance checks - Practice reflections Summative Assessments Students will demonstrate mastery by: - Individual performance assessments - Ensemble performance assessments - Playing tests (tone, rhythm, melody, articulation, intonation) - Concert performances	Formative Assessments - Teacher observation during lessons and rehearsals - Guided practice checks - Rhythm and note-reading exercises - Aural (active and passive) listening activities - Peer and self-assessment - Exit tickets - Small-group performance checks - Practice reflections Summative Assessments Students will demonstrate mastery by: - Individual performance assessments - Ensemble performance assessments - Playing tests (tone, rhythm, melody, articulation, intonation) - Concert performances	Formative Assessments - Teacher observation during lessons and rehearsals - Guided practice checks - Rhythm and note-reading exercises - Aural (active and passive) listening activities - Peer and self-assessment - Exit tickets - Small-group performance checks - Practice reflections Summative Assessments Students will demonstrate mastery by: - Individual performance assessments - Ensemble performance assessments - Playing tests (tone, rhythm, melody, articulation, intonation) - Concert performances

	• Music reading assessments • Written or oral reflection on performance growth Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Solo or small-group performance • Student-led rehearsal section • Composition or improvisation activity • Music listening and analysis journal • Digital performance or recording project • Reflection portfolio documenting musical growth Benchmark Assessment Teacher-created Instrumental Music Skills Checklist assessing: • Instrument care and assembly • Tone production • Rhythm accuracy • Note-reading proficiency • Intonation • Articulation • Ensemble participation • Musical expression • Use of appropriate music vocabulary	• Music reading assessments • Written or oral reflection on performance growth Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Solo or small-group performance • Student-led rehearsal section • Composition or improvisation activity • Music listening and analysis journal • Digital performance or recording project • Reflection portfolio documenting musical growth Benchmark Assessment Teacher-created Instrumental Music Skills Checklist assessing: • Instrument care and assembly • Tone production • Rhythm accuracy • Note-reading proficiency • Intonation • Articulation • Ensemble participation • Musical expression • Use of appropriate music vocabulary	• Music reading assessments • Written or oral reflection on performance growth Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Solo or small-group performance • Student-led rehearsal section • Composition or improvisation activity • Music listening and analysis journal • Digital performance or recording project • Reflection portfolio documenting musical growth Benchmark Assessment Teacher-created Instrumental Music Skills Checklist assessing: • Instrument care and assembly • Tone production • Rhythm accuracy • Note-reading proficiency • Intonation • Articulation • Ensemble participation • Musical expression • Use of appropriate music vocabulary
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STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content Instrument Care and Performance Skills • Demonstrate proper assembly, handling, cleaning, and care of their instrument. • Develop correct posture, hand position, embouchure, breathing, and playing position. • Produce characteristic tone quality appropriate for the instrument. • Perform using appropriate articulation techniques (tonguing, slurring, attacks, releases). Music Reading • Read and perform simple rhythmic patterns appropriate for beginning instrumentalists. • Read and perform simple melodies from standard music notation. • Recognize common note values, rests, time signatures, and basic musical symbols.	Learning Activities/Content • Students will continue to build technical, musical, and performance skills through increasingly challenging repertoire while developing confidence, independence, and ensemble musicianship. Instrument Technique and Performance Skills • Demonstrate proper posture, hand position, embouchure, breathing, and instrument care. • Perform with improved tone quality, breath support, intonation, and articulation. • Strengthen fingerings, stick control, or slide positions appropriate to their instrument. • Perform with greater technical accuracy and musical confidence. • Apply proper rehearsal and concert performance etiquette.	Learning Activities/Content • Students will demonstrate advanced instrumental performance skills through increasingly challenging repertoire while refining technical accuracy, musical expression, interpretation, and independent musicianship. Students will develop critical listening skills, evaluate performances using appropriate musical terminology, and make connections between music, history, culture, and other art forms. Advanced Instrument Technique and Performance Skills • Demonstrate proper posture, hand position, embouchure, breathing, and instrument care with increasing independence. • Perform music with mature tone quality, accurate intonation, and consistent breath support.

	● Perform music in varied meters. Expression and Performance ● Perform using appropriate dynamics and expressive markings. ● Demonstrate beginning phrasing and musical expression. ● Follow conductor cues including: ○ Starting and stopping together ○ Tempo changes ○ Dynamic changes ○ Cut-offs ○ Performance etiquette Music Theory ● Perform music in beginning major keys appropriate to their instrument. ● Identify basic musical vocabulary including: ○ Tempo ○ Dynamics ○ Articulation ○ Meter ● Apply music reading skills during rehearsals and performances. Performance Evaluation	Music Reading and Performance ● Read and perform increasingly complex rhythmic patterns from standard music notation. ● Perform music containing: ○ Quarter notes ○ Half notes ○ Whole notes ○ Eighth notes ○ Dotted rhythms ○ Rests ○ Syncopated rhythms appropriate to Level II ● Perform music in a variety of meters. ● Perform melodies independently and within an ensemble. Melodic Interpretation ● Interpret melodic passages using correct phrasing and expression. ● Perform melodies over an expanded range appropriate for their instrument. ● Demonstrate accurate pitch and intonation while performing. ● Identify melodic contour and phrase structure within musical selections.	● Develop technical fluency through scales, technical exercises, and advanced fingerings or stick techniques appropriate for their instrument. ● Perform repertoire that reflects an appropriate level of technical and musical challenge. ● Demonstrate proper rehearsal and concert etiquette while serving as responsible ensemble members. Advanced Music Reading and Performance ● Read and perform increasingly complex rhythmic patterns from standard music notation. ● Perform music containing: ○ Dotted rhythms ○ Syncopated rhythms ○ Sixteenth-note patterns ○ Ties and slurs ○ Pick-up notes (anacrusis) ○ Multiple time signatures appropriate to Level III ● Perform music in a variety of simple and compound meters.
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	● Evaluate individual and ensemble performances using age-appropriate musical vocabulary. ● Reflect on personal performance goals. ● Identify strengths and areas for improvement. Cross-Curricular Connections ● Explore relationships between music and mathematics through rhythm, counting, meter, and patterns. ● Examine the science of sound production through vibration and acoustics. ● Connect music to historical events and cultural traditions. ● Compare music with visual arts by examining pattern, balance, contrast, and expression. ● Identify characteristics of music from different cultures and historical periods. Instructional Strategies ● Teacher modeling ● Guided practice ● Independent practice ● Small-group sectionals ● Full ensemble rehearsal ● Singing and clapping	Music Theory and Notation ● Identify and perform music using key signatures containing up to four sharps and four flats. ● Recognize and apply: ○ Tempo markings ○ Dynamic markings ○ Articulation symbols ○ Repeat signs ○ First and second endings ○ Accents ○ Slurs ○ Ties ● Apply appropriate musical vocabulary during rehearsals and performances. Expression and Musical Interpretation ● Perform music using appropriate dynamics and expressive markings. ● Demonstrate musical phrasing and stylistic interpretation. ● Adjust balance and blend within the ensemble. ● Follow conductor cues including: ○ Tempo changes ○ Dynamics ○ Cutoffs	● Maintain rhythmic accuracy independently and within an ensemble. Melodic Development and Musical Expression ● Perform expressively throughout the learned range of their instrument. ● Demonstrate accurate phrasing, articulation, dynamics, tempo, and style. ● Apply expressive elements to communicate the composer's intent. ● Perform music in appropriate major and minor keys. ● Demonstrate musical interpretation appropriate to the style and historical period of the repertoire. Music Theory and Musical Vocabulary ● Apply knowledge of key signatures, scales, accidentals, intervals, and tonalities while performing. ● Recognize and interpret advanced musical symbols and expressive markings. ● Utilize correct musical terminology to describe and evaluate performances.
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	● Rhythm counting ● Call-and-response exercises ● Solo performance opportunities ● Peer critique ● Self-assessment ● Listening analysis of professional 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 perform and study music from a variety of cultures, traditions, historical periods, and communities. Instruction emphasizes that music is a universal form of communication and that all students can participate meaningfully regardless of	○ Style ○ Expression Music History and Cultural Connections ● Explore characteristics of music from various historical periods. ● Compare musical styles from different cultures. ● Identify composers and musicians representing diverse musical traditions. ● Recognize how music reflects historical events and cultural influences. Performance Evaluation ● Evaluate individual and ensemble performances using appropriate musical terminology. ● Identify strengths and areas for improvement. ● Apply teacher and peer feedback to improve performances. ● Reflect on musical growth through rehearsal journals or self-assessments. Ensemble Skills ● Demonstrate responsibility as an ensemble member.	● Demonstrate understanding of musical form, phrasing, tempo, articulation, and dynamics. Performance Evaluation and Musical Critique ● Critique individual and ensemble performances using appropriate musical vocabulary. ● Evaluate performances for: ○ Tone quality ○ Intonation ○ Rhythm ○ Balance ○ Blend ○ Expression ○ Interpretation ○ Technique ● Apply teacher and peer feedback to improve musical performance. ● Reflect on personal musical growth and establish goals for continued improvement. Music History and Cultural Connections ● Compare characteristics of musical compositions from various historical periods.
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	prior experience, background, language, or ability. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the contributions of African American musicians, composers, conductors, and innovators whose work has shaped jazz, blues, gospel, classical, marching, and contemporary instrumental music traditions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize how music has preserved cultural identity, provided hope, and	- Maintain a steady tempo while performing with others. - Listen and respond appropriately to surrounding musicians. - Demonstrate cooperation, teamwork, and leadership during rehearsals and performances. - Prepare and perform concert repertoire appropriate for Level II musicians. Technology Integration - Use digital resources and music technology to support individual practice. - Utilize metronomes and tuners to improve rhythm and intonation. - Listen to recordings to analyze musical performances. - Use music software or online tools to reinforce music reading and performance skills. Instructional Strategies - Teacher modeling - Guided practice - Independent practice - Small-group sectionals - Full ensemble rehearsal - Singing and clapping	- Analyze how historical events, cultures, and traditions influence musical style. - Explore the contributions of composers and performers representing diverse cultures and backgrounds. - Compare musical elements found in two or more contrasting compositions. Connections to Other Art Forms - Compare the expressive qualities of music with visual art, dance, theater, and literature. - Explore how artists use rhythm, pattern, balance, contrast, mood, and expression across artistic disciplines. - Identify common artistic elements shared among multiple art forms. Ensemble Performance - Demonstrate leadership and responsibility within the ensemble. - Balance and blend individual performance with the overall ensemble sound. - Follow conductor cues with precision and independence.
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	documented human experiences during periods of hardship and historical conflict. Grade 6: LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 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 recognize the contributions of musicians and composers from diverse identities and abilities. Instruction promotes an inclusive environment and provides multiple pathways for participation and success.	- Rhythm counting - Call-and-response exercises - Solo performance opportunities - Peer critique - Self-assessment - Listening analysis of professional 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 perform and study music from a variety of cultures, traditions, historical periods, and communities. Instruction emphasizes that music is a universal form of communication and that all students can participate meaningfully regardless of	- Perform concert repertoire demonstrating technical accuracy, musical expression, and stylistic interpretation. - Prepare and perform for school and community concerts. Technology Integration - Use digital tuners, metronomes, and recording software to improve individual performance. - Analyze recordings to evaluate musical accuracy and expression. - Utilize music technology to support practice, rehearsal, and performance. - Explore digital resources to research composers, musical styles, and performance practices. Instructional Strategies - Teacher modeling - Guided practice - Independent practice - Small-group sectionals - Full ensemble rehearsal - Singing and clapping - Rhythm counting - Call-and-response exercises
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Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>Teacher-selected instrumental method books</i> <i>Appropriate ensemble repertoire</i>	Resources Texts <i>Teacher-selected instrumental method books</i> <i>Appropriate ensemble repertoire</i>	Resources Texts <i>Teacher-selected instrumental method books</i> <i>Appropriate ensemble repertoire</i>

	• <i>Teacher-created rhythm, theory, and listening materials</i> Materials • Student instruments • Music stands • Tuners • Metronomes • Fingering charts • Rhythm cards • Staff paper • Audio recordings • Concert repertoire • Cleaning supplies and maintenance materials Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• <i>Teacher-created rhythm, theory, and listening materials</i> Materials • Student instruments • Music stands • Tuners • Metronomes • Fingering charts • Rhythm cards • Staff paper • Audio recordings • Concert repertoire • Cleaning supplies and maintenance materials Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• <i>Teacher-created rhythm, theory, and listening materials</i> Materials • Student instruments • Music stands • Tuners • Metronomes • Fingering charts • Rhythm cards • Staff paper • Audio recordings • Concert repertoire • Cleaning supplies and maintenance materials Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual supports and anchor charts • Modified parts and simplified rhythms • Additional teacher modeling • Small-group instruction	Special Education • Visual supports and anchor charts • Modified parts and simplified rhythms • Additional teacher modeling • Small-group instruction	Special Education • Visual supports and anchor charts • Modified parts and simplified rhythms • Additional teacher modeling • Small-group instruction

	- Extended practice opportunities - Alternative assessment formats English Language Learners (ELLs) - Picture-supported vocabulary - Demonstration-based instruction - Visual fingering charts - Peer partnerships - Sentence frames for reflection and critique At Risk/BSI - Scaffolded practice routines - Chunked musical excerpts - Frequent teacher check-ins - Guided home-practice plans - Additional rehearsal support Gifted & Talented/Advanced - Leadership opportunities in sectionals - Advanced repertoire or alternate parts - Improvisation and composition extensions - Student conducting opportunities - Independent practice and performance projects Section 504 - Preferential seating	- Extended practice opportunities - Alternative assessment formats English Language Learners (ELLs) - Picture-supported vocabulary - Demonstration-based instruction - Visual fingering charts - Peer partnerships - Sentence frames for reflection and critique At Risk/BSI - Scaffolded practice routines - Chunked musical excerpts - Frequent teacher check-ins - Guided home-practice plans - Additional rehearsal support Gifted & Talented/Advanced - Leadership opportunities in sectionals - Advanced repertoire or alternate parts - Improvisation and composition extensions - Student conducting opportunities - Independent practice and performance projects Section 504	- Extended practice opportunities - Alternative assessment formats English Language Learners (ELLs) - Picture-supported vocabulary - Demonstration-based instruction - Visual fingering charts - Peer partnerships - Sentence frames for reflection and critique At Risk/BSI - Scaffolded practice routines - Chunked musical excerpts - Frequent teacher check-ins - Guided home-practice plans - Additional rehearsal support Gifted & Talented/Advanced - Leadership opportunities in sectionals - Advanced repertoire or alternate parts - Improvisation and composition extensions - Student conducting opportunities - Independent practice and performance projects Section 504
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	• Extended time for assessments and performances • Adapted equipment when needed • Flexible participation options • Individual accommodations according to student plans	• Preferential seating • Extended time for assessments and performances • Adapted equipment when needed • Flexible participation options • Individual accommodations according to student plans	• Preferential seating • Extended time for assessments and performances • Adapted equipment when needed • Flexible participation options • Individual accommodations according to student plans
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