

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

General Music

Grade: 3

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 Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1 Review Musical Symbols (September - 4 weeks)	Unit 2 Classroom Instrument Identification (October - 4 weeks)	Unit 3 Review Treble Clef Notes & Simple Rhythms (November - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music,	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music,	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music,

	applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and	applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and	applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and
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	personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’	personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’	personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’
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	and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA NJSLSA.R2. Determine central ideas 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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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,	ELA NJSLSA.R2. Determine central ideas 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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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,	ELA NJSLSA.R2. Determine central ideas 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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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,	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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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,	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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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,
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	family configuration). 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) 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations,	family configuration). 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) 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations,	family configuration). 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) 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations,
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	and families. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 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.	and families. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 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.	and families. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 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.
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	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.	7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.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	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	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.	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.	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> • <i>8.1 Computer Science; or</i> • <i>8.2 Design Thinking)</i>	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	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	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the

	development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Musical symbols are a universal language used to read, write, and perform music. ● Understanding musical notation improves musical accuracy and confidence. ● Musicians use symbols to communicate rhythm, pitch, tempo, dynamics, and expression. ● Accurate interpretation of musical symbols leads to successful performances. ● Musical literacy allows musicians to perform independently and collaboratively.	● Classroom instruments produce sound in different ways. ● Proper playing technique improves musical performance. ● Different instruments contribute unique sounds to an ensemble. ● Musicians select instruments based on the musical purpose. ● Ensemble playing requires listening, cooperation, and responsibility.	● Musical notation is a system that helps musicians read, write, and perform music. ● Understanding treble clef notes improves musical fluency and confidence. ● Rhythm provides organization and structure in music. ● Accurate note and rhythm reading improves musical performance. ● Practice and repetition help musicians become successful readers and performers.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why is it important to understand musical symbols?	1. How do classroom instruments create sound?	1. Why is it important to read notes on the staff?

	- How do musical symbols help musicians communicate? - How do musical symbols improve musical performances? - How do musicians use notation to read and perform music? - How can understanding musical symbols make us better musicians?	- Why do different instruments sound different? - How does proper technique improve performance? - How do musicians choose instruments for a performance? - Why is teamwork important during ensemble playing?	- How do rhythms help organize music? - How does musical notation help musicians communicate? - How do note reading and rhythm work together? - How does practice improve musical accuracy?
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 observations - Music reading activities - Rhythm practice - Symbol identification games - Class discussions - Exit tickets - Performance practice - Teacher-created checklists Summative Assessments Students will demonstrate mastery by: - Identifying and explaining common musical symbols. - Reading and interpreting musical notation accurately. - Applying musical symbols during classroom performances. - Demonstrating understanding of rhythm, pitch, dynamics, tempo, and expression.	Formative Assessments - Teacher observations - Music reading activities - Rhythm practice - Symbol identification games - Class discussions - Exit tickets - Performance practice - Teacher-created checklists Summative Assessments Students will demonstrate mastery by: - Identifying classroom percussion and melodic instruments. - Demonstrating proper playing techniques. - Classifying instruments by how they produce sound. - Performing rhythmic accompaniments using classroom instruments.	Formative Assessments - Teacher observations - Music reading activities - Rhythm practice - Symbol identification games - Class discussions - Exit tickets - Performance practice - Teacher-created checklists Summative Assessments Students will demonstrate mastery by: - Correctly identifying treble clef notes on the staff. - Reading and performing simple melodic patterns. - Reading and performing simple rhythmic patterns. - Demonstrating understanding of note values, rests, and steady beat.

	Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Creating a musical symbol reference guide. • Designing a musical notation poster. • Performing a musical example using correct notation. • Completing a musical symbol scavenger hunt. • Creating simple musical examples using appropriate symbols. Benchmark Assessment Teacher-created Grade 3 General Music Skills Checklist assessing: • Musical symbol recognition • Rhythm reading • Note reading • Musical vocabulary • Performance accuracy • Participation • Musical expression	• Demonstrating appropriate instrument care and classroom procedures. Alternative Assessments Students may demonstrate learning by: • Creating a classroom instrument reference guide. • Presenting an instrument demonstration. • Performing a classroom instrument ensemble piece. • Designing a poster classifying classroom instruments. • Creating rhythmic accompaniments using classroom instruments. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing: • Instrument identification • Instrument care • Proper playing technique • Rhythm accuracy • Ensemble participation • Musical expression • Cooperation and responsibility	• Applying note-reading skills during singing, recorder, and classroom instrument performances. Alternative Assessments Students may demonstrate learning by: • Creating a treble clef note reference chart. • Composing a short melody using learned notes. • Writing and performing a simple rhythmic exercise. • Completing a music notation project. • Performing a short melodic exercise using voice, recorder, or classroom instruments. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing: • Treble clef note recognition • Rhythm reading • Music vocabulary • Performance accuracy • Musical expression • Participation • Musical literacy
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 the purpose of musical notation. • Identify and explain common musical symbols. • Review rhythmic notation including: ○ Whole note ○ Half note ○ Quarter note ○ Eighth notes ○ Whole rest ○ Half rest ○ Quarter rest • Review pitch notation including: ○ Staff ○ Treble (G) Clef ○ Measures ○ Bar lines ○ Repeat signs • Review musical symbols for: ○ Dynamics (forte, piano, mezzo forte, mezzo piano) ○ Tempo ○ Repeat signs ○ Expression markings • Read and perform rhythmic and melodic exercises. • Participate in music reading games and notation activities.	Learning Activities/Content Students will: • Review classroom expectations for instrument use and care. • Identify and classify common classroom instruments, including: ○ Rhythm sticks ○ Hand drums ○ Tambourines ○ Triangles ○ Maracas ○ Claves ○ Woodblocks ○ Guiros ○ Jingle bells ○ Finger cymbals ○ Xylophones ○ Metallophones ○ Glockenspiels • Explore how instruments create sound through: ○ Striking ○ Shaking ○ Scraping ○ Plucking ○ Vibrating • Demonstrate correct playing techniques for each instrument. • Compare instrument tone color (timbre).	Learning Activities/Content • Students will: • Review the purpose of the treble (G) clef. • Identify notes on the treble staff, including: • Lines: E–G–B–D–F • Spaces: F–A–C–E • Review note names using memory aids and music-reading games. • Review rhythmic notation including: ○ Whole note ○ Half note ○ Quarter note ○ Paired eighth notes ○ Whole rest ○ Half rest • Quarter rest • Read and perform simple rhythmic exercises. • Read and perform simple melodic exercises. • Practice maintaining a steady beat while reading notation. • Perform musical examples using singing, recorder, and classroom instruments. • Strengthen music-reading fluency through partner activities, games, and ensemble practice.
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	• Perform classroom music using correct musical symbols. • Apply notation knowledge during singing, recorder playing, and classroom instrument activities. 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 how musical notation is used throughout the world while recognizing that many cultures also learn and preserve music through listening, movement, and oral traditions. Students will appreciate diverse musical practices and demonstrate	• Perform rhythmic accompaniments using classroom instruments. • Participate in ensemble performances emphasizing steady beat, rhythm, and listening skills. • Explore how composers and performers use classroom percussion to enhance music. • Practice proper instrument care, handling, and storage procedures. 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 classroom instruments and percussion instruments from a variety of cultures around the world. Lessons encourage	• Apply note-reading and rhythm skills to classroom performance activities. • orage procedures. 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 while recognizing that musical notation is one of many ways music is learned and shared around the world. Lessons promote appreciation of diverse musical traditions while fostering respect, collaboration, and inclusion during music-making experiences.
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	respect for different ways of creating and sharing 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 the contributions of African American musicians and composers whose work has shaped American music. Lessons highlight how musical notation has been used to preserve and perform a variety of musical traditions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	appreciation of diverse musical traditions while promoting respect, cooperation, and inclusion through collaborative music-making experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American musicians and percussion traditions that have influenced American music. Lessons highlight how rhythm and percussion have played an important role in jazz, gospel, blues, and other musical genres. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the contributions of African American musicians and composers whose work has strengthened American music. Lessons highlight how musical literacy supports the performance and preservation of diverse musical traditions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize that music has been used throughout history to preserve culture, communicate emotions, and inspire hope. Through collaborative
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	Students will learn that music has been used throughout history to preserve culture, express emotions, and build community. Music provides opportunities to develop empathy, respect, and appreciation for different experiences.	characteristics that have made them good examples. Students will recognize that music and instruments have been used throughout history to preserve traditions, express emotions, and strengthen communities. Students develop empathy and appreciation through shared musical experiences.	music-making, students develop empathy, respect, and appreciation for diverse perspectives.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music – John Feierabend</i> - Teacher-created notation materials Materials - Musical symbol flashcards - Rhythm cards - Staff paper - Whiteboards - Classroom instruments - Recorder - Interactive notation games - Music worksheets Online Resources - QuaverMusic - Music K-8	Resources Texts <i>First Steps in Music – John Feierabend</i> - Teacher-created notation materials Materials - Rhythm sticks - Tambourines - Hand drums - Triangles - Claves - Maracas - Guiros - Woodblocks - Finger cymbals - Xylophones - Metallophones - Glockenspiels	Resources Texts <i>First Steps in Music – John Feierabend</i> - Teacher-created notation materials Materials - Staff paper - Whiteboards - Treble clef note flashcards - Rhythm cards - Recorder - Classroom percussion instruments - Interactive music games - Music notation worksheets Online Resources - QuaverMusic

	● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge	● Rhythm cards ● Instrument picture cards Online Resources ● QuaverMusic ● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge	● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Visual reference charts ● Color-coded notation ● Teacher modeling ● Small-group instruction ● Guided practice ● Modified assignments English Language Learners (ELLs) ● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction ● Frequent teacher feedback ● Simplified music examples	Special Education ● Visual reference charts ● Color-coded notation ● Teacher modeling ● Small-group instruction ● Guided practice ● Modified assignments English Language Learners (ELLs) ● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction ● Frequent teacher feedback ● Simplified music examples	Special Education ● Visual reference charts ● Color-coded notation ● Teacher modeling ● Small-group instruction ● Guided practice ● Modified assignments English Language Learners (ELLs) ● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction ● Frequent teacher feedback ● Simplified music examples

	Gifted & Talented/Advanced - Analyze more advanced musical notation - Compose short musical examples - Lead peer review activities - Explore additional musical symbols and terminology - Assist classmates during notation activities Section 504 - Visual supports - Flexible response options - Additional processing time - Preferential seating - Modified assignments as needed - Individual accommodations according to student plans	Gifted & Talented/Advanced - Analyze more advanced musical notation - Compose short musical examples - Lead peer review activities - Explore additional musical symbols and terminology - Assist classmates during notation activities Section 504 - Visual supports - Flexible response options - Additional processing time - Preferential seating - Modified assignments as needed - Individual accommodations according to student plans	Gifted & Talented/Advanced - Analyze more advanced musical notation - Compose short musical examples - Lead peer review activities - Explore additional musical symbols and terminology - Assist classmates during notation activities Section 504 - Visual supports - Flexible response options - Additional processing time - Preferential seating - Modified assignments as needed - Individual accommodations according to student plans
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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 of the Snare/Bass Drum (January - 4 weeks)	Unit 6 Introduction of the Cello (February - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content</i>	NJSLS: Creating	NJSLS: Creating	NJSLS: Creating

<i>Specific Standards Only. Only use standards that are applicable to the unit.)</i>	1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.	1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.	1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
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	1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding	1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding	1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. Responding
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	1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i>	ELA NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key	ELA NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key	ELA NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key

• <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>	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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is	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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is	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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is
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	likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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). 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) 2.2.5.MSC.5: Correct movement skills and analyze concepts in	likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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). 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) 2.2.5.MSC.5: Correct movement skills and analyze concepts in	likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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). 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) 2.2.5.MSC.5: Correct movement skills and analyze concepts in
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	response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 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. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1: Explain why	response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 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. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1: Explain why	response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 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. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1: Explain why
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	individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes 9.2.5.CAP.2: Identify how you might	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	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.	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.	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.
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	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	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	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

• 8.2 Design Thinking)	8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
21st Century Life and Careers: Career Education: Write out complete NJSLS: (Only include if a CTE curriculum • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: (Follow UbD: What big ideas will students know?)	• Singing, movement, and games strengthen musical understanding.	• The snare drum and bass drum each have unique roles in musical performances.	• The cello is a member of the string family with a unique range and tone color.

	• Kodály strategies develop music literacy through singing and active participation. • Movement helps musicians understand rhythm, form, and expression. • Music reflects traditions and celebrations from many cultures. • Ensemble performance requires cooperation, listening, and respect.	• Proper stick technique and posture improve sound quality and performance. • Percussion instruments help establish steady beat and rhythm. • Ensemble performance requires listening, teamwork, and self-control. • Practice builds confidence and musical accuracy.	• String instruments produce sound through vibrating strings. • The cello plays both melody and harmony in many musical ensembles. • Proper playing posture and technique create a quality sound. • Listening carefully helps musicians identify instruments and appreciate their unique musical roles.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How does movement help us understand music? 2. Why do musicians use singing games and movement? 3. How do songs reflect traditions and cultures? 4. How can singing and movement improve musical performance? 5. Why is teamwork important during music activities?	1. How do the snare drum and bass drum contribute to music? 2. Why is proper percussion technique important? 3. How does rhythm help organize music? 4. How do percussionists work together in an ensemble? 5. How does practice improve percussion performance?	1. What makes the cello unique? 2. How does a cello produce sound? 3. Why is the cello important in an orchestra or ensemble? 4. How does the cello's tone differ from other string instruments? 5. How does listening carefully help us recognize instruments?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets	Formative Assessments • Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets	Formative Assessments • Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets

	● Performance practice ● Teacher-created checklists Summative Assessments Students will demonstrate mastery by: ● Singing with accurate pitch and rhythm. ● Demonstrating steady beat through movement. ● Performing Kodály rhythmic and melodic patterns. ● Participating appropriately in movement activities and singing games. ● Demonstrating musical expression during classroom performances. Alternative Assessment (Performance/Project) Students may demonstrate learning by: ● Performing a Kodály singing game. ● Leading a rhythmic movement activity. ● Creating a movement sequence for a song. ● Demonstrating body percussion patterns. ● Performing a seasonal or multicultural song with expressive movement. Benchmark Assessment	● Performance practice ● Teacher-created checklists Summative Assessments Students will demonstrate mastery by: ● Identifying the snare drum and bass drum. ● Demonstrating proper percussion posture, grip, and playing technique. ● Performing steady beat and simple rhythmic patterns. ● Following conductor cues and ensemble expectations. ● Demonstrating proper care and handling of percussion instruments. Alternative Assessments Students may demonstrate learning by: ● Performing a rhythmic percussion exercise. ● Creating a simple percussion accompaniment. ● Demonstrating correct drumstick technique. ● Completing an instrument identification project. ● Performing with classmates in a percussion ensemble. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing:	● Performance practice ● Teacher-created checklists Summative Assessments Students will demonstrate mastery by: ● Identifying the cello by sight and sound. ● Describing how the cello produces sound. ● Explaining the cello's role within the string family. ● Demonstrating understanding of basic cello performance techniques. ● Recognizing the cello in recorded musical examples. Alternative Assessments Students may demonstrate learning by: ● Creating a cello fact sheet or poster. ● Comparing the cello with another string instrument. ● Presenting a listening activity identifying the cello. ● Performing rhythmic patterns inspired by cello music using classroom instruments. ● Completing an instrument identification project. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing:
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	Teacher-created Grade 3 General Music Skills Checklist assessing: • Singing accuracy • Rhythm performance • Solfege understanding • Movement participation • Musical expression • Ensemble participation • Performance confidence	• Instrument identification • Stick technique • Rhythm accuracy • Steady beat • Musical expression • Ensemble participation • Instrument care	• Instrument identification • Music vocabulary • Listening skills • Rhythm performance • Participation • Musical understanding • Classroom engagement
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 singing techniques. • Practice solfege using do, re, mi, fa, sol, la. • Perform melodic echo songs and call-and-response activities. • Practice rhythmic reading using Kodály rhythm syllables. • Maintain steady beat through body percussion and movement. • Sing seasonal, holiday, and multicultural songs that are appropriate for the school community. • Explore musical form through movement and dance.	Learning Activities/Content Students will: • Identify the snare drum and bass drum and describe their roles in music. • Compare the sounds, size, and purpose of each drum. • Demonstrate proper percussion etiquette and instrument care. • Learn correct drumstick grip and playing position. • Practice controlled stick movement and rebound technique. • Perform steady beat exercises using the snare and bass drum. • Read and perform simple rhythmic patterns using quarter notes, half notes, whole notes, eighth notes, and rests.	Learning Activities/Content • Identify the cello as a member of the string family. • Explore the history and development of the cello. • Identify the parts of the cello, including: ○ Body ○ Neck ○ Fingerboard ○ Strings ○ Bridge ○ Bow ○ Endpin • Learn how the cello produces sound through vibrating strings. • Compare the cello's size, range, and tone color with the violin, viola, and double bass. • Observe proper cello posture and bow hold through teacher

	• Learn choreographed movements to accompany selected songs. • Perform expressive singing using proper posture, breathing, diction, and dynamics. • Participate in group performances emphasizing cooperation, listening, and stage readiness. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will perform songs representing a variety of cultures, traditions, and celebrations while recognizing similarities and differences among musical practices.	• Explore dynamics while performing percussion exercises. • Perform call-and-response rhythm activities. • Participate in small-group and whole-class percussion ensembles. • Develop listening skills by maintaining steady tempo while performing with others. 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 how drums are used in musical traditions throughout the world and recognize that percussion instruments play an important role in many cultures and celebrations.	demonstrations or performance videos. • Listen to recordings featuring the cello in solo and ensemble performances. • Identify the cello by both sight and sound. • Perform rhythm activities inspired by cello music using classroom percussion instruments. • Explore how the cello contributes melody, harmony, and accompaniment within orchestras and chamber ensembles. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will explore cello music from a variety of
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	Lessons promote respect, inclusion, and appreciation for diverse cultural traditions through singing, movement, and collaborative music-making. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American musicians, composers, and musical traditions through songs and rhythmic activities that highlight the influence of African American culture on American music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have	Students will collaborate respectfully while appreciating diverse musical traditions and performance practices. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the influence of African and African American drumming traditions on American music, including jazz, blues, gospel, marching band, and popular music. Lessons highlight rhythm as an important form of cultural expression. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	cultures and musical traditions while recognizing the contributions of diverse musicians and composers. Lessons encourage appreciation for different styles of music and foster respect, collaboration, and inclusion through shared musical experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American cellists and composers whose performances have enriched orchestral, chamber, jazz, and contemporary music. Lessons highlight the importance of diversity within classical and modern music. Holocaust Law (N.J.S.A. 18A:35-28)
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	demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize that music has preserved traditions, strengthened communities, and offered hope throughout history. Musical activities encourage empathy, respect, cooperation, and appreciation of different life experiences.	Students will recognize that music and rhythm have helped preserve cultural traditions and strengthen communities throughout history. Musical collaboration promotes empathy, respect, and appreciation for diverse perspectives.	6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize that string instruments, including the cello, have been used throughout history to preserve culture, express emotions, and provide hope during difficult times. Music encourages empathy, respect, and appreciation of different perspectives.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music – John Feierabend</i> - Teacher-created notation materials Materials - Rhythm sticks - Scarves - Bean bags - Classroom percussion instruments - Visual solfege charts	Resources Texts <i>First Steps in Music – John Feierabend</i> - Teacher-created notation materials Materials - Snare drum - Bass drum - Drumsticks - Practice pads (if available) - Rhythm cards - Whiteboards	Resources Texts <i>First Steps in Music – John Feierabend</i> - Teacher-created notation materials Materials - Cello (if available) - String family posters - Instrument picture cards - Rhythm cards - Classroom percussion instruments - Listening recordings

	● Rhythm syllable cards ● Movement props (optional) ● Audio recordings Online Resources ● QuaverMusic ● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge	● Music stands ● Classroom percussion instruments ● Metronome Online Resources ● QuaverMusic ● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge	● Music worksheets ● Whiteboard Online Resources ● QuaverMusic ● Music K-8 ● Chrome Music Lab ● Carnegie Hall Musical Explorers ● PBS LearningMedia ● The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Visual reference charts ● Color-coded notation ● Teacher modeling ● Small-group instruction ● Guided practice ● Modified assignments English Language Learners (ELLs) ● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction	Special Education ● Visual reference charts ● Color-coded notation ● Teacher modeling ● Small-group instruction ● Guided practice ● Modified assignments English Language Learners (ELLs) ● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction	Special Education ● Visual reference charts ● Color-coded notation ● Teacher modeling ● Small-group instruction ● Guided practice ● Modified assignments English Language Learners (ELLs) ● Picture-supported vocabulary ● Visual demonstrations ● Repeated modeling ● Partner activities ● Sentence frames using music vocabulary At Risk/BSI ● Additional guided practice ● Scaffolded notation activities ● Small-group instruction

	● Frequent teacher feedback ● Simplified music examples Gifted & Talented/Advanced ● Analyze more advanced musical notation ● Compose short musical examples ● Lead peer review activities ● Explore additional musical symbols and terminology ● Assist classmates during notation activities Section 504 ● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans	● Frequent teacher feedback ● Simplified music examples Gifted & Talented/Advanced ● Analyze more advanced musical notation ● Compose short musical examples ● Lead peer review activities ● Explore additional musical symbols and terminology ● Assist classmates during notation activities Section 504 ● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans	● Frequent teacher feedback ● Simplified music examples Gifted & Talented/Advanced ● Analyze more advanced musical notation ● Compose short musical examples ● Lead peer review activities ● Explore additional musical symbols and terminology ● Assist classmates during notation activities Section 504 ● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 7 Introduction of the Trumpet (March - 4 weeks)	Unit 8 Review of Recorders (April - 4 weeks)	Unit 9 Review End of the Year Concert Songs and Choreographed Movement to Music Instrumental Assembly and Demp (May/June - 6 weeks)
STAGE 1: Desired Results			

Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal	NJSLS: Creating 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Performing 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal
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	interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
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	Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	Responding 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at</i>	ELA NJSLSA.R2. Determine central ideas	ELA NJSLSA.R2. Determine central ideas	ELA NJSLSA.R2. Determine central ideas

<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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare	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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare	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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-5-ETS1-2 Generate and compare
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	multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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). 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)	multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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). 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)	multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Health and PE 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others 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). 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)
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	2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 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. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and	2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 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. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and	2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health Social Studies 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. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and
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	nations. 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	nations. 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	nations. 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. World Languages 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Financial Literacy 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that	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	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.	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.	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.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: (Must have at least one	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how	Computer Science 8.1.5.IC.1: Identify computing technologies that have impacted how

<i>standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
21st Century Life and Careers: Career Education: Write out complete NJSLS: (Only include if a CTE curriculum • 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• The trumpet is a member of the brass family. • Brass instruments create sound through buzzing lips and vibrating air. • The trumpet performs melody, fanfares, and important musical lines in many ensembles. • Proper playing technique affects tone quality and pitch. • Listening helps musicians identify instruments by their unique tone color.	• Proper recorder technique produces a clear and accurate tone. • Reading musical notation supports successful recorder performance. • Good musicians practice regularly to improve their skills. • Ensemble performance requires listening, cooperation, and responsibility. • Musical expression makes performances more engaging.	• Successful performances require preparation, practice, and teamwork. • Choreographed movement enhances musical performances. • Performing for an audience builds confidence and communication skills. • Instrument demonstrations help students understand future musical opportunities. • Reflection helps musicians improve their performances.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. What makes the trumpet unique? 2. How does a trumpet produce sound? 3. Why is the trumpet important in bands and orchestras? 4. How can we recognize the sound of a trumpet? 5. How does the trumpet contribute to musical performances?	1. How does proper recorder technique improve performance? 2. Why is it important to read music accurately when playing the recorder? 3. How does practice improve musical performance? 4. How do musicians work together during ensemble performances? 5. How can musical expression enhance a performance?	1. How does rehearsal improve musical performance? 2. Why is teamwork important during performances? 3. How does movement enhance music? 4. What makes a successful concert performance? 5. How can learning about instruments help us prepare for future musical experiences?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what</i>	Formative Assessments	Formative Assessments	Formative Assessments

<i>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>	• Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets • Performance practice • Teacher-created checklists Summative Assessments Students will demonstrate mastery by: • Identifying the trumpet by sight and sound. • Explaining how a trumpet produces sound. • Identifying the trumpet as a brass instrument. • Describing the trumpet's role in musical ensembles. • Demonstrating understanding of basic trumpet performance techniques. Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Creating a trumpet fact sheet or poster. • Comparing the trumpet with another brass instrument. • Completing a listening journal featuring trumpet performances.	• Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets • Performance practice • Teacher-created checklists Summative Assessments Students will demonstrate mastery by: • Demonstrating correct recorder posture, hand position, and breath control. • Accurately performing previously learned notes and rhythms. • Reading and performing simple melodies. • Demonstrating appropriate articulation and tone quality. • Performing individually and within a classroom ensemble.. Alternative Assessments Students may demonstrate learning by: • Performing a recorder solo or duet. • Creating a short original melody using learned notes. • Completing a recorder skills demonstration. • Developing a recorder practice journal.	• Teacher observations • Music reading activities • Rhythm practice • Symbol identification games • Class discussions • Exit tickets • Performance practice • Teacher-created checklists Summative Assessments Students will demonstrate mastery by: • Performing concert songs with accurate pitch, rhythm, and expression. • Demonstrating choreographed movements with confidence and coordination. • Following conductor cues and rehearsal expectations. • Demonstrating positive audience and performer etiquette. • Identifying instruments presented during the instrument assembly or demonstration. Alternative Assessments Students may demonstrate learning by: • Participating in the end-of-the-year concert. • Performing in small groups or ensembles.
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	● Creating a presentation about the brass family. ● Performing rhythmic accompaniments inspired by trumpet music using classroom percussion instruments. Benchmark Assessment Teacher-created Grade 3 General Music Skills Checklist assessing: ● Instrument identification ● Music vocabulary ● Listening skills ● Rhythm performance ● Participation ● Musical understanding ● Classroom engagement	● Performing a classroom recorder ensemble selection. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing: ● Recorder technique ● Fingering accuracy ● Rhythm reading ● Note reading ● Tone quality ● Musical expression ● Ensemble participation	● Reflecting on personal performance growth. ● Creating a concert reflection or performance journal. ● Completing an instrument identification activity following the assembly or demonstration. Benchmark Assessments Teacher-created Grade 3 General Music Skills Checklist assessing: ● Singing accuracy ● Rhythm accuracy ● Musical expression ● Choreographed movement ● Stage presence ● Concert participation ● Instrument identification ● Collaboration and responsibility
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: ● Identify the trumpet as a member of the brass family. ● Explore the history and development of the trumpet. ● Identify the parts of the trumpet, including: ○ Mouthpiece ○ Leadpipe ○ Valves	Learning Activities/Content Students will: ● Review proper recorder care and classroom procedures. ● Review correct posture, hand position, and breath control. ● Review previously learned fingerings and notes. ● Perform exercises reinforcing accurate fingering and note transitions.	Learning Activities/Content ● Review and rehearse all end-of-the-year concert selections. ● Demonstrate proper singing posture, breathing, diction, and vocal technique. ● Perform songs with accurate pitch, rhythm, dynamics, tempo, and expression.

	○ Valve slides ○ Bell ● Learn how buzzing lips and moving air create sound. ● Observe how valve combinations change pitch. ● Compare the trumpet with other brass instruments including the French horn, trombone, tuba, and euphonium. ● Listen to recordings featuring solo and ensemble trumpet performances. ● Identify the trumpet by sight and sound. ● Perform rhythmic activities inspired by trumpet music using classroom percussion instruments. ● Explore the trumpet's role in orchestras, concert bands, jazz bands, marching bands, and popular music. 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	● Review rhythmic patterns using quarter notes, half notes, whole notes, eighth notes, and rests. ● Read and perform simple melodic exercises. ● Practice articulation using tonguing techniques. ● Perform familiar songs individually, with partners, and in small ensembles. ● Apply dynamics, tempo, and musical expression to performances. ● Strengthen sight-reading and listening skills through recorder activities and classroom 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).	● Learn and practice choreographed movement that complements concert selections. ● Demonstrate appropriate stage presence, concert etiquette, and audience behavior. ● Rehearse entrances, exits, spacing, and performance procedures. ● Participate in full-group rehearsals and mock performances. ● Reflect on personal performance goals and musical growth throughout the year. ● Attend an instrument assembly or classroom instrument demonstration introducing upper elementary and band/orchestra instruments. ● Identify instruments by sight and sound and discuss opportunities for future participation in school music programs. ● Celebrate musical accomplishments while preparing for continued success in music education. DEI Activities -
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	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 trumpet music from a variety of cultures and musical traditions while recognizing the contributions of diverse musicians and composers. Lessons encourage appreciation for different styles of music and foster respect, collaboration, and inclusion through shared musical experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the contributions of African American trumpet players and composers whose work has	- Students will perform music representing a variety of cultures and traditions while recognizing that wind instruments are used throughout the world in many styles of music. Lessons encourage respect for diverse musical practices and foster collaboration and inclusion through ensemble performance. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the influence of African and African American drumming traditions on American music, including jazz, blues, gospel, marching band, and popular music. Lessons highlight rhythm as an important form of cultural expression.	Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will perform music representing a variety of cultures, traditions, and musical styles while demonstrating respect for the diverse backgrounds and experiences of performers and audiences. Classroom activities encourage collaboration, inclusion, confidence, and appreciation for the many ways music brings communities together. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values,
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	significantly influenced jazz, blues, gospel, and American music. Lessons highlight the impact of these musicians on musical history and culture. Holocaust Law (NJ.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize that music has preserved traditions, strengthened communities, and offered hope throughout history. Musical activities encourage empathy, respect, cooperation, and appreciation of different life experiences.	Holocaust Law (NJ.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize that music has preserved traditions, strengthened communities, and expressed hope during challenging periods in history. Musical experiences encourage empathy, respect, and appreciation for diverse perspectives.	principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will perform and explore music that reflects the contributions of African American musicians, composers, and performers. Lessons reinforce the importance of diversity and cultural contributions to American music. Holocaust Law (NJ.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize that music has historically brought people together, preserved traditions, and fostered hope and resilience. Through collaborative performance, students develop empathy, respect, and appreciation for diverse experiences.
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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> • Teacher-created notation materials Materials • Trumpet (if available) • Brass family posters • Instrument picture cards • Listening recordings • Rhythm cards • Classroom percussion instruments • Whiteboard • Music worksheets 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> • Teacher-created notation materials Materials • Soprano recorders • Fingering charts • Music stands • Recorder method book • Rhythm cards • Whiteboards • Classroom percussion instruments • Practice worksheets 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> • Teacher-created notation materials Materials • Concert music • Audio accompaniment tracks • Microphone (if available) • Classroom percussion instruments • Recorder (if applicable) • Choreography visuals • Stage markers • Instrument display materials • Concert programs Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i>	Special Education • Visual reference charts • Color-coded notation • Teacher modeling	Special Education • Visual reference charts • Color-coded notation • Teacher modeling	Special Education • Visual reference charts • Color-coded notation • Teacher modeling

3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504</i>)	• Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating	• Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating	• Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating
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	● Modified assignments as needed ● Individual accommodations according to student plans	● Modified assignments as needed ● Individual accommodations according to student plans	● Modified assignments as needed ● Individual accommodations according to student plans
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