3-5 GENERAL MUSIC Curricular Document

3-5 General Music Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Music/GENERAL MUSIC	1 Full School Year
GRADE LEVEL	**DATE LAST REVIEWED**
3-5	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	02/24/2026
PRIMARY RESOURCE ***if applicable***	
SPOTLIGHT ON MUSIC [Macmillan McGraw-Hill 2005] GAME PLAN Active Music Curriculum MUSIC EXPRESS MAGAZINE and MUSIC K-8 MAGAZINE CONVERSATIONAL SOLFEGE by John Feierabend FIRST STEPS IN MUSIC by John Feierabend	

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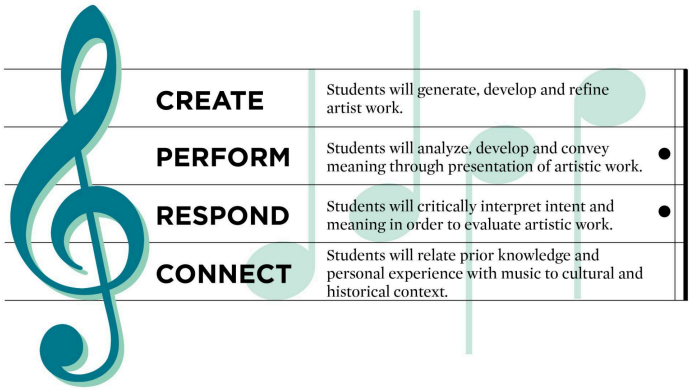
Course Desired Results

COURSE DESCRIPTION

Students explore, create, perform, and respond to music while developing their unique musical voice. This course fosters creativity, emotional intelligence, and resilience, builds essential music skills, and cultivates a lifelong appreciation for the power of music to inspire growth and connection.

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MUSIC STANDARDS



ENDURING UNDERSTANDINGS *Students will understand that....*	ESSENTIAL QUESTIONS *Students will keep considering....*
CREATING • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication.	• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share?
PRESENTING	• How do performers select repertoire?

• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	• How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How do context and the manner in which musical work is presented influence audience response?
RESPONDING • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	• How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern musical creators' and performers' expressive intent? • How do we judge the quality of musical works and performances?
CONNECTING • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	• How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
POSTSECONDARY, CAREER, AND LIFE READINESS • Music provides pathways to career opportunities, and personal fulfillment throughout life.	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5,10, or 20 years from now? • How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

COURSE PRIORITY STANDARDS

CREATE Standard Progression:

CREATE: Students will generate, develop, and refine artistic work.

	K-2	3-5	6-8	9-12
Priority Standard Performance Indicator	MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.		

CREATE Learning Targets:

- I can create musical patterns and ideas using rhythm and melody.

	K-2	3-5	6-8	9-12
Priority Standard Performance Indicator	MP1.Cr.2.e Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.	MP1.Cr.6.i Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.		

CREATE Learning Targets:

- I can explore and create new rhythms and melodies for the music I hear with my voice, body and/or instruments.

	K-2	3-5	6-8	9-12
Priority Standard Performance Indicator		MP1.Cr.7.i Compose short pieces using standard and/or alternative notation to document personal musical ideas		

CREATE Learning Targets:

- I can imagine new musical ideas and decide which ones to write down.

PERFORM Standard Progression:

PERFORM: Students will analyze, develop, and convey meaning through the presentation of art work.

	K-2	3-5	6-8	9-12
		MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument		

PERFORM Learning Targets:

- I can make expressive music with my voice or an instrument.
- I can analyze various music notation

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.2.e Discover how to express a piece of music to convey its meaning.	MP2.P.10.i Demonstrate expressive qualities in performance.		

PERFORM Learning Targets:

- I can use my voice, body, or an instrument to perform melodies, and rhythmic patterns expressively

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.3.e Examine and share the performance with class and teacher.	MP2.P.11.i Critique performances of self and peers.		

PERFORM Learning Targets:

- I can use guidelines from my teacher and classmates to make my music better.
- I can use musical ideas to help my classmates improve their music.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP.2.P.5.e Explore music through both reading and aural approaches.	MP2.P.13.i Investigate music from aural traditions and through standard and nonstandard notation		

		through performance.		

PERFORM Learning Targets:

- I can analyze music through listening, dancing, singing, and playing instruments.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.6.e Perform in a classroom setting.	MP2.p.14.i Perform as part of an ensemble.		

PERFORM Learning Targets:

- I can perform with my classmates in front of an audience of peers, family, and/or community.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.7.e Perform in a classroom setting within a small group.	MP2.P.15.i Perform in small ensembles.		

PERFORM Learning Targets:

- I can perform with two or more of my classmates in front of an audience of peers, family, and/or community

RESPOND Standard Progression

RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.R1.e Recognize and respond to foundational music elements.	MP3.R.5.e Recognize and define grade-appropriate foundational musical elements.		

RESPOND Learning Targets:

- I can talk about how musical concepts are used for different musical reasons.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP.3.R.2.e Express musical ideas through verbal, movement, written, or	MP.3.R.6.i Express musical ideas through verbal, movement, written, or		

	artistic means.	artistic means.		

RESPOND Learning Targets:

- I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with standard notation

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP3.R.3.e Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	MP3.R.7.i Utilize appropriate music terminology in the evaluation/reflection of music performances.		

RESPOND Learning Targets:

- I can demonstrate and describe music vocabulary when analyzing a song.

CONNECT Standard Progression

CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP4.Cn.1.e Explore the historical and cultural aspects of music as it relates to other disciplines and arts.	MP4.Cn.5.i Compare the historical and cultural aspects of music with other disciplines.		

CONNECT Learning Targets:

- I can compare how music is connected to other things.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP4.Cn.2.e Express how music relates to self and others.	MP4.Cn.6.i Explain how music relates to self, others, and the world.		

CONNECT Learning Targets:

- I can generalize how music is connected to my daily life.

CAREER & LIFE READINESS

- I can explore how many different people work in the world of music.

Priority Standard by Unit						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Create	X	X	X	X	X	X
Perform	X	X	X	X	X	X
Respond	X	X	X	X	X	X
Connect			X		X	X
Career	X	X		X	X	X

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☑ Business Management & Administration ☑ Digital Technology ☑ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	**May include:** Performance & Creation • Professional Musician (soloist, band/orchestra member, studio musician) • Composer or Arranger • Conductor (for bands, orchestras, choirs, or theater) • Singer-Songwriter • Music Producer (creates and shapes recorded music)

	Technology & Production • Audio Engineer (records and mixes live or studio sound) • Sound Designer (for video games, film, theater, etc.) • Recording Technician • DJ or Electronic Music Artist Education & Leadership • Music Teacher (band director, general music teacher) • Private Instrument Instructor • Music Therapist (uses music to support mental health and well-being) • Ensemble Director (community bands, youth programs) Music in Media & Entertainment • Film/TV/Video Game Composer • Music Supervisor (selects music for films, shows, commercials) • Voice Actor (with musical roles or singing parts) Business & Support Roles • Music Manager or Agent • Concert Promoter • Instrument Repair Technician • Music Retail Specialist (sales or customer support in music stores) • Music Librarian (organizes and preserves music collections)
POSTSECONDARY EDUCATION & TRAINING OPTIONS	INDUSTRY RECOGNIZED CREDENTIALS: ☐ DUAL CREDIT OPPORTUNITIES ☐ CAREER BASED LEARNING OPPORTUNITIES ☐

UNIT 1: Beat & Rhythmic Literacy

Students in grades 3 through 5 will learn and demonstrate the steady beat of music, meter of music, and advanced rhythmic notation.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How does understanding the structure and context of music inform a response?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students differentiate between the steady beat and rhythm of music?
- ➔ Can students aurally identify and demonstrate simple duple meter and simple triple meter?
- ➔ Can students aurally decode rhythmic patterns?
- ➔ Can students read and write advanced rhythmic notation?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.e MP1.Cr.6.e MP1.Cr.7.i	• I can create musical patterns and ideas with my voice and/or instruments. • I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument. • I can imagine new musical ideas and decide which ones to write down.

PERFORM

MP2.P.9.1: MP2.P.10.i	• I can analyze various music notation • I can use my voice, body, or an instrument to perform melodies, and rhythmic patterns expressively

RESPOND

MP.3.R.6.i MP3.R.7.i	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with standard notation. • I can demonstrate and describe music vocabulary when analyzing a song.

CAREER DEVELOPMENT

	• I can explore how many different people work in the world of music.

UNIT 1 ASSESSMENT EVIDENCE *Performance is evaluated in terms of... Students will show their learning by...*		
Feedback & Scoring Rubric(s) based on Priority Standards • Rubric for 3 - 5		
Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Steady Beat Assessments • Student-initiated steady beat • Music-derived steady beat • Demonstrating beats in groups	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Peer or adult assisted prompts
Aural Rhythmic Decoding • Decoding rhythms they hear from teachers, instruments, body percussion, etc.	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Slower paced assessment. Quiet spaces for increased hearing and concentration. Decoding note by note instead of measure by measure.
Rhythm Reading • Students are able to read grade appropriate rhythm patterns or simple songs	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Physical or aural accompaniment to reading (ie-tapping or clapping or patting the notes as they are read). Adding music notation to “talker” devices.
Rhythm Writing • Students can create grade appropriate simple rhythm patterns. • Students can create simple rhythms for songs.	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Manipulatives (cards with rhythm symbols printed on them). Adding music notation to “talker” devices.

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know **steady beat, rhythm, quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, sixteenth notes, syncopation**.

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Manipulatives of varied size, color, texture and sound.
- Pitched and Unpitched classroom instruments
- Display Devices (smartboard/screen)
- Audio devices/speakers

UNIT 2: Melodic and Harmonic Literacy

Students in grades 3 through 5 will learn and demonstrate note reading and staff reading skills.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION:

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How does understanding the structure and context of music inform a response?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students identify the movement/shape of a melody or tune?
- ➔ Can students aurally identify various pitches in a melody?
- ➔ Can students read and write grade appropriate melodies?
- ➔ Can students improvise and compose simple melodies?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.e MP1.Cr.6.e MP1.Cr.7.i	• I can create musical patterns and ideas with my voice and/or instruments. • I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument. • I can imagine new musical ideas and decide which ones to write down.

PERFORM

MP2.P.9.1: MP2.P.10.i	• I can analyze various music notation • I can use my voice, body, or an instrument to perform melodies, and rhythmic patterns expressively

RESPOND

MP.3.R.6.i MP3.R.7.i	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with standard notation. • I can demonstrate and describe music vocabulary when analyzing a song.

CAREER DEVELOPMENT

	• I can explore how many different people work in the world of music.

UNIT 2 ASSESSMENT EVIDENCE *Performance is evaluated in terms of... Students will show their learning by...*		
Feedback & Scoring Rubric(s) based on Priority Standards • Rubrics for 3 - 5		
Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
High vs. Low Assessments • Students use a variety of means (movement, manipulatives, pictures or icons) to demonstrate high vs low pitch	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Peer or adult assisted prompts. Partner or small group work.
Aural Melodic or Pitch Decoding • Decoding pitch patterns or simple melodies from the teacher or instruments.	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Slower paced assessment. Quiet spaces for increased hearing and concentration. Decoding note by note instead of measure by measure. Solfege hand signs.
Melodic Reading • Students are able to read grade appropriate pitch patterns or simple melodies	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Aural accompaniment to reading (singing or playing the pitch as it's read). Utilizing solfege hand signs. Adding music notation to “talker” devices.
Melodic Writing • Students can create grade appropriate simple melodic patterns. • Students can create simple songs.	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Manipulatives (pitch cards, staff mats and bingo chips, solfege hands signs printed on cards) . Adding music notation to “talker” devices.

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know: **pitch, high, low, melody, harmony, round, canon, staff, do, re, mi, sol, la, ti, etc.**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*
• Pitched instruments, • Music Staff whiteboards and whiteboard materials • Solfege visuals and anchor charts • Manipulatives

UNIT 3: Musical Thinking & Creativity

Students in grades 3 through 5 will learn and demonstrate composition and improvisation with voice, instruments, movement, body percussion, iconic symbols, and grade appropriate music notation.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION:

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How do musicians improve the quality of their creative work?
- ➔ When is creative work ready to share?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students use previous knowledge or experiences to create their own music?
- ➔ Can students create new beat patterns with body percussion or instruments?
- ➔ Can students create rhythmic patterns?
- ➔ Can students create short melodies or tunes?
- ➔ Can students create melodic or unpitched ostinato?
- ➔ Can students collaborate with peers in large or small groups to create music?
- ➔ Can students use a variety of resources and means to create music?
- ➔ Can students create movements that respond to the music they hear or make?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

MP1.Cr.1.e MP1.Cr.2.e MP1.Cr.7.i	• I can create musical patterns and ideas with my voice and/or instruments. • I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument. • I can imagine new musical ideas and decide which ones to write down.

PERFORM

MP.2.P.5.e	• I can create music with my voice, instruments and age appropriate notation.

RESPOND

MP2.R1.e MP.3.R.2.e MP.3.R.3.e	• I can analyze the loud, soft, fast, slow, high, and low ways and steady beat of music with my voice, body, or an instrument. • I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with any kind of non-standard notation. • I can demonstrate musical opposites to match the music I hear.

CONNECT

MP4.Cn.5.i MP4.Cn.6.i	• I can compare how music is connected to other things. • I can generalize how music is connected to my daily life.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

- Rubrics for 3 - 5

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Vocal Improvisation and Composition • Students will spontaneously create spoken or sung chants and tunes. • Students will plan and organize musical thoughts to create spoken or sung chants and melodies.	☑ Creating ☑ Performing ☐ Responding ☑ Connecting ☐ Career Development	Peer or adult assisted prompts. Partner or small group work. Manipulatives to aid success. Turn and talks/think pair share
Instrumental Improvisation and Composition	☑ Creating	Adaptive instruments. Technology tools to replace

• Students will spontaneously create instrumental melodies and ostinati. • Students will plan and organize musical thoughts to create instrumental melodies and ostinati.	☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	instruments where applicable and appropriate.
Movement Improvisation and Composition • Students will spontaneously create movement to reflect the music they hear or make. • Students will plan and organize musical thoughts to create movement to reflect the music they hear or make.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Peer or adult assistance or prompts. Small group and partner work. Access to scaffolding like a word wall. Adapted movements to aid accessibility.
Rhythmic Improvisation and Composition • Students will spontaneously create rhythmic patterns with voice, instrument, body percussion, etc. • Students will plan and organize and write down rhythmic thoughts.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Manipulatives (cards with rhythm symbols printed on them). Adding music notation to "talker" devices.
Melodic Improvisation and Composition • Students will spontaneously create melodic patterns with voice, instrument, body percussion, etc. • Students will plan and organize and write down melodic thoughts.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Manipulatives (pitch cards, staff mats and bingo chips, solfege hands signs printed on cards) . Adding music notation to "talker" devices.

UNIT 3 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*
Academic Vocabulary *Will include, but are not limited to the following...*
By the end students will know: **improvisation, composition, arrangement**
Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Whiteboards, dry erase markers, erasers
- Rhythm flashcards
- Manipulatives (index cards, blank dice, foam shapes)

UNIT 4: Instrumental & Vocal Technique

Students in grades 3 through 5 will learn and demonstrate how to express music through instrument and voice using form, style, and emotion.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we judge the quality of musical works and performances?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students demonstrate fast/slow, high/low with instruments and/or their voice?
- ➔ Can students demonstrate simple form with the use of instruments/voice?
- ➔ Can students identify loud/quiet with instruments/voice?
- ➔ Can students use instruments safely and appropriately?
- ➔ Can students perform with multiple classmates around them?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.1.e	• I can create musical patterns and ideas with my voice and/or instruments.

PERFORM

MP2.P.2.e MP.2.P.5.e MP2.P.7.e	• I can use my voice, body, or an instrument to perform music in loud, soft, fast, slow, high, and low ways in a purposeful/expressive way. • I can create music with my voice, instruments and age appropriate notation. • I can perform with two or more of my classmates in class.

RESPOND

MP.3.R.2.e	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with any kind of non-standard notation .

MP3.R.3.e	• I can demonstrate musical opposites to match the music I hear.

CAREER DEVELOPMENT

	• I can explore how many different people work in the world of music.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

- Rubrics for 3 - 5

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Vocal expression • Students will sing with phrasing that matches the style of the song. • Students will create music with their voice that includes different elements (high/low, fast/slow, loud/soft etc.) • Students will demonstrate understanding of form with voice. • Students will contribute to group participation in small ensembles performing in the classroom.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Visual Icons (high/low arrows, dynamic symbols) Aural models, including peers and recordings. Allow a flexible vocal expectation depending on singing range/ limited pitch set. Scaffold ensemble work and assign roles (steady beat keeper, dynamic changer, pattern creator ect.) to keep students involved. Adjust tempo or simplify music to make it more accessible.
Instrumental Expression • Students will play classroom instruments (unpitched and pitched percussion instruments) using dynamics or steady beat. • Students will create short	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Provide visual icons of music elements being used in lessons. Give a choice of instruments so all students can participate successfully. Incorporate movements to help learn different patterns for different instruments.

instrumental patterns that identify form.		

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know how to produce vocal and instrumental music with**: expression, dynamics (piano, forte), crescendo / decrescendo, tempo (presto, largo, moderato), articulation (staccato, legato), phrasing, simple formal structures (AB / ABA / rondo) pattern, section, repetition or repeated parts, contrast, interpretation. Big belly breath, tall standing singin posture**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible

☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Pitched Orff instruments - xylophones, glockenspiels, metallophones
- Unpitched Percussion Instruments - tambourines, hand drums, shakers, guiros, finger cymbals, triangles, etc.

UNIT 5: Global Music

Students in grades 3 through 5 will learn and demonstrate creative music-making inspired by world music and connect those experiences to other subjects and everyday life.

UNIT 5 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
- ➔ Why is career and life readiness important?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students combine rhythms or melodies to make original musical ideas?
- ➔ Can students use imagination to add expression to their music?
- ➔ Can students connect creating music to understanding music they listen to?
- ➔ Can students explore how stories, visual art, or movement can inspire musical ideas?
- ➔ Can students connect math, science, or history concepts to music creation and performance?
- ➔ Can students examine how music reflects different cultures and events around the world?
- ➔ Can students describe how professional musicians prepare to share their music?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.6.i MP1.Cr.7.i	• I can explore and create new rhythms and melodies for the music I hear with my voice, body and/or instruments. • I can imagine new musical ideas and decide which ones to write down.

PERFORM

MP2.P.13.i	• I can analyze music through listening, dancing, singing, and playing instruments.

RESPOND

MP.3.R.6.i	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with standard notation

CONNECT

MP4.Cn.5.i MP4.Cn.6.i	• I can compare how music is connected to other things. • I can generalize how music is connected to my daily life.

CAREER DEVELOPMENT

MP4.Cn.1.e	• I can show how personal experiences are used in music.

UNIT 5 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

- Rubrics for 3 - 5

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Singing/Vocal Expression • Improvise a melody using classroom instruments inspired by the style, tempo, or meter of the world music example. • Create call and response patterns that relate to/reflect those of the culture studied.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Provide limited pitched sets. Provide a bank of examples. Provide pre - written call and response examples for learners who cannot write. Allow partnering. Start with chant, then add melody. For extension students could add multiple layers to call and response, including movement.
Movement/Dance & Body Percussion • Improvise a musical piece that expresses a personal story using world music-inspired instruments or patterns. • Students create a rhythm, melody, or short piece inspired by their own	☑ Creating ☑ Performing ☑ Responding ☑ Connecting ☐ Career Development	Offer instrument choice with limits. Allow students the option to work in pairs. Provide a story template. Model examples. Offer guided prompts. For extension students could combine stylistic elements to a composition.

experiences and incorporating elements from a world music style		
Composition/Improvisation/Notation • Students listen to a musical example from a world music tradition (e.g., African drumming, Latin American rhythms, Indonesian gamelan) and create their own rhythm or melody inspired by it.	☑ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	Teacher guided modeled listening. Simplified notation rhythm cards. Preview some of the music before it is heard in it's entirety. For extension students could compare their composition to the original.

UNIT 5 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know how to create music inspired by world music traditions: **timbre / tone color, tradition, cultural style, folk song, Indigenous Music, call and response, inspiration, interpretation, collaboration.**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,

☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Access to music streaming services (Spotify, YouTube, Smithsonian Folkways)
- Culturally relevant books
- Culture bearer/docents

UNIT 6: Expression, Form & Structure in Music

Students in grades 3 through 5 will learn and demonstrate how to create musical ideas, analyze and perform music, connect music to their lives, respond using musical skills and vocabulary, and show how personal experiences shape music.

UNIT 6 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ What makes a musical pattern interesting or effective?
- ➔ How do I decide which musical ideas are worth writing down?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How do performers interpret musical works?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
- ➔ Why is career and life readiness important?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students create musical patterns using rhythm and melody?
- ➔ Can students decide which musical ideas are worth writing down?
- ➔ Can students revise their musical ideas to make them more expressive?
- ➔ Can students analyze music by listening, moving, singing, or playing instruments?
- ➔ Can students perform accurately and confidently with classmates?
- ➔ Can students make choices that improve their performance for an audience?
- ➔ Can students demonstrate musical ideas through their voice, body, or notation?
- ➔ Can students describe music using correct musical vocabulary?
- ➔ Can students explain how musical elements influence their choices?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.i: MP1.Cr.7.i	• I can create musical patterns and ideas using rhythm and melody. • I can imagine new musical ideas and decide which ones to write down.

PERFORM

MP2.P.13.i MP2.p.14.i	• I can analyze music through listening, dancing, singing, and playing instruments. • I can perform with my classmates in front of an audience of peers, family, and/or community.

RESPOND

MP.3.R.6.i MP3.R.7.i	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with standard notation • I can demonstrate and describe music vocabulary when analyzing a song.

CONNECT

MP4.Cn.6.i	• I can generalize how music is connected to my daily life.

CAREER DEVELOPMENT

MP4.Cn.1.e	• I can show how personal experiences are used in music.

UNIT 6 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

- Rubrics for 3 - 5

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Expression: • Students compose a short piece (4–8 measures) using rhythm and melody patterns. • Students improvise a melody over a rhythm using expressive elements.	☑ Creating ☑ Performing ☐ Responding ☑ Connecting ☐ Career Development	Provide visual rhythm/melody cards or manipulatives. Give step-by-step prompts. Offer pre-selected scales or note options. For extension, students can expand their piece to 12–16 measures or create contrasting sections.
Form Analysis:	☑ Creating	Provide graphic organizers to map sections.

• Students label sections and identify elements. • Students describe the form and expressive choices used. • Students explain a song's structure and expressive choices with voice, body, or instruments.	☑ Performing ☑ Responding ☑ Connecting ☐ Career Development	Use clapping, movement, or singing to help kinesthetic learners identify sections. Offer guided listening with pause points to scaffold analysis. Pair students for peer discussion. For extension students can notate the form using symbols or standard music notation.
Connection: • Students apply personal experiences to shape rhythm, melody, and form into a personal music project. • Students relate musical form, rhythm, and expression to daily life.	☑ Creating ☐ Performing ☐ Responding ☑ Connecting ☑ Career Development	Provide prompts or sentence starters. Allow multi-modal expressions. Offer choice of instruments or sound sources. For extensions students can create a piece that tells a story or represents a specific event from their life.

UNIT 6 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know: **Harmony, motif, ornamentation, accent, expression / mood, context, connection.**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning

☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Manipulatives of varied size, color, texture and sound.
- Display Devices (smartboard/screen)
- Audio devices/speakers
- Pitched Orff instruments - xylophones, glockenspiels, metallophones
- Unpitched Percussion Instruments - tambourines, hand drums, shakers, guiros, finger cymbals, triangles, etc.