Wall Township Public Schools 2026	Board Approval Date: August
Course Title: Unified Music	
Course Description: Unified Music is an inclusive performing arts course designed specifically for the integration of high school students with and without intellectual disabilities in a collaborative setting to foster social inclusion through musical performance. The class provides an inclusive ensemble of students who will perform, create, and explore music together. The program fosters social connection through inclusive experiences , rhythm based activities, and adapted opportunities. Students will learn the four artistic processes: Creating, Performing, Responding, and Connecting. Each student is encouraged to express themselves musically and build confidence while developing skills in rhythm, pitch, and collaborative performance.	

New Jersey Student Learning Standards

NJSLS– Visual and Performing Arts:

Standard 1.3B.12acc.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Standard 1.3B.12prof.Cr2a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.

Standard 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Standard 1.3E.12acc.Cr1a: Select and develop melodic, rhythmic, and harmonic compositions or improvisations using digital tools and resources.

Standard 1.1.12prof.Cr1b: Experiment with using the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through improvisation.

Standard 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Standard 1.3C.nov.Cr1a: Explore and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Standard 1.3C.nov.Pr4b: Demonstrate, using music reading skills (where appropriate), how knowledge of formal aspects in musical works informs prepared or improvised performances.

Standard 1.3C.nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Social Awareness

Recognize and identify the thoughts, feelings, and perspectives of others
Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
Demonstrate an understanding of the need for mutual respect when viewpoints differ
Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills Establish and maintain healthy relationships Utilize positive communication and social skills to interact effectively with others

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Marking Period 1 - Unit 1 Building the Ensemble (Creating & Connecting)	34
Unit 1a: Foundations of Connection	7
Unit 1b: Defining Partnership	9
Unit 1c: Musical Mood & Movement	9

Unit 1d: Musical Expression : harmony/melody/dynamics	9
Marking Period 2 Unit 2 :The Language of Music (Responding & Performing)	34
Unit 2a: Rhythm & Steady Beat & Tempo	10
Unit 2b: Introduction to Note Values	10
Unit 2c: Pattern Sequences	10
Unit 2d: Rhythmic Composition & Performance	4
Marking Period 3 Unit 3: Styles & Analysis	34
Unit 3a: Instruments & Families	8
Unit 3b: Introduction to Musical Genres & Styles	8
Unit 3c: Introduction to the Musical Staff	8
Unit 3d: Advanced Rhythms	10
Marking Period 4 Unit 4: Performance & Practice	34
Unit 4a: Keyboarding	15
Unit 4b: Instrument Ensemble Practice	15
Unit 4c: Preparation & Performance	4

Unit 1

Desired Results

Unit 1a Title: Foundations of Connection

Unit Summary: By the end of Unit 1, students will be able to establish student pairs, develop meaningful connections through partnerships, and create a safe inclusive environment allowing all individuals to participate, create, and express themselves through music. Through inclusive activities such as personal musical choice, unified rehearsals and performances, students will build skills in turn-taking, responding to visual cues, and expressing preferences and emotions through music.

Learning Standards

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Standard 1.3B.12prof.Cr2a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.

Standard 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Standard 1.3E.12acc.Cr1a: Select and develop melodic, rhythmic, and harmonic compositions or improvisations using digital tools and resources.

Standard 1.1.12prof.Cr1b: Experiment with using the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through improvisation.

Social Awareness

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- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

Self Awareness

- Recognize one's personal traits, strengths, and limitations

Interdisciplinary Connections

English Language Arts, Speaking and Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Visual Arts

- Use of Color and Symbol Systems for visual rhythm cues and instrument labels.
- Visual Choice Boards for musical selections incorporate visual design and personal expression.
- Use multiple approaches to begin creative endeavors.
- Using color and symbol systems to design rhythm cues or label instruments demonstrates creative problem-solving in a musical context.
- Engage in making a work of art or design without having a preconceived plan.

- Apply and refine visual design systems (e.g., color coding or graphic notation) over time for consistent musical interpretation.
- Describe how knowledge of culture, traditions and history may influence personal responses to art.
- Use of traditional musical or visual symbols across cultures (e.g., folk rhythm notations, instrument symbols) connects artistic traditions.

Mathematics

- Pattern Recognition: Identifying AB or ABA form relates to basic patterning and algebraic thinking.
- Interpret expressions that represent a quantity in terms of its context.
- Counting Beats/Rhythms: Reinforces 1:1 correspondence and basic number sense.

Physical Education

- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
- Individual and team execution requires interaction, respect, effort, and a positive attitude.

Learning Targets

Unit Essential Questions:

- How can music help us build meaningful connections with others?
- In what ways can we communicate our feelings, preferences, and ideas through music?
- How do collaboration, respect, and inclusion contribute to a successful musical community?
- How can we express ourselves and our choices through music without words?

Unit Enduring Understandings:

- Connection through inclusion makes us unified.
- Music provides opportunities for all individuals to connect, communicate, and belong regardless of ability level.
- Respectful collaboration and peer support help create a safe and inclusive environment where everyone can participate and succeed.
- Musical expression allows individuals to share

• How do we work together to create, perform, and respond to music as a group? • How do musicians generate creative ideas? • How do musical elements like rhythm, pitch, and dynamics help us understand and tell stories or feelings? • In what ways can we use instruments, movement, or technology to communicate our preferences and ideas?	preferences, emotions, and creativity in meaningful ways. • Music allows everyone to communicate thoughts, feelings, and preferences—even without spoken language. • Exploring different sounds and instruments helps us discover our own musical interests and identities. • Collaborative music-making encourages listening, turn-taking, and building social connections. • Changes in rhythm, pitch, and volume can represent different emotions, ideas, or musical forms. • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Vocabulary:

Inclusive Vocabulary

- unified- brought together as a single, cohesive whole or operating as a coordinated unit
- social inclusion- the process of improving the terms on which individuals and groups participate in society
- dignity- It also describes calm, composed, and serious behavior. It is the foundational concept behind basic human rights, meaning every individual matters equally regardless of their circumstances.
- perception- the cognitive process of organizing, identifying, and interpreting sensory information to understand our environment.
- inclusion- actively ensuring that everyone feels valued, respected, and supported

General Music

- music- sounds we listen to or create
- Sound–something we hear
- piano/forte = quiet/loud–how soft or strong a sound is
- presto/largo = fast/slow–how quickly music goes

- pitch = high/low–pitch of a sound
- beat–the steady pulse in music
- rhythm–the pattern of sounds
- instrument–something used to make music

Collaboration & Group Work Vocabulary

- partner- –a person you work with
- group–a team or everyone together
- wait–to stop and watch or listen
- together–doing something at the same time
- leadership
- help–to ask or give support

Students will be able to:

Unit 1a Foundations of Connection

- Gain an understanding of social inclusion and will look at the inclusiveness of formal and informal settings within their school.
- Draw conclusions about the personal and societal impact of basing someone's rights on something they cannot control.
- will discover how connections and relationships with others change and grow over time.

Unit 1b: Defining Partnership

- Establishing mentorship pairs, exploring instrument families, and creating a safe, inclusive environment.
- Develop personal connections and select instruments that match their physical and cognitive strengths
- Establish and explore communication systems between peers (verbal, gestural, or assistive technology).

Unit 1c: Musical Mood & Movement

- Choose sounds or samples that represent a changing mood (happy → calm → excited).
- Demonstrate rhythmic expression through body movement or instrument use in turn-taking activities.
- Match musical mood to accompanying visual art, photos, or emoji.

- Demonstrate personal interpretation of feelings through sound selection.

Unit 1d: Musical Expression : harmony/melody/dynamics

- Engage with different instruments to explore pitch, rhythm, and timbre.
- Create short musical ideas at each station to contribute to a larger group ABA composition.
- Identify how different sounds can represent different musical sections (A, B).
- Respond to musical form changes by adjusting drumming patterns appropriately.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

Activity: Our Ensemble Sound Map
Context: Students work in small groups to create a visual map showing:

- personal musical interests
- cultural influences
- favorite sounds
- musical strengths
- ways they can support classmates

Activity:Groups share their maps before creating a short rhythm that represents their collective identity.
Context: Exploring how music creates belonging across cultures and communities. Through listening, discussion, and collaborative music-making, students discover that every member contributes unique strengths to an ensemble.

Activity: Partner Pulse
Context: Pairs complete rhythm challenges where:

- one student performs
- one student conducts
- both switch roles

Partners then create an eight-beat composition requiring equal participation.

Activity: Move the Mood
Context: Students rotate through listening stations featuring music from different cultures and historical contexts. At each station students:

- identify mood
- describe musical elements creating emotion
- choose a movement, gesture, drawing, or visual response that matches the music

Students then compare how different people interpret the same piece. *Spiritual and freedom songs, music inspired by natural environments, music expressing identity, belonging, and celebration communicate varying emotions, responses, and experiences.

Assessment Evidence

Formative Assessments:

Observation checklists

- Track student engagement, participation, partnership, responses during activities.

Prompt logs

- Record the maximum level of the prompt hierarchy necessary during activities (e.g physical, model, verbal, gestural).

Student Response Sheets or Symbol Boards

- Use visuals or symbol-supported worksheets along independent choice to allow students to choose favorite instruments, moods, or sections

Student Feedback

- Structured opportunities for students to express (verbal or nonverbal -point, signal, indicate) whether they liked their partner's rhythm or movement.

Summative Assessments:

Performance Portfolio

- Collect artifacts such as photos, audio/video recordings of participation in instrument stations, drum circles, and partner activities.

Student-Led Demonstration

- With support, students demonstrate their ability to make a musical choice, contribute a sound to a group composition, or perform an AB pattern.

Class Composition Showcase

- Present a group-created ABA or AB piece where each student's part is acknowledged, showing understanding of form and collaboration.

Rubrics with Simplified Criteria

- Assess: participation, effort, creative process
- Choice-making (Yes/No or between options)
- Participation in group rhythm/movement
- Contribution to musical ideas (even simple, consistent responses)

Common Benchmark Assessments:

Perform unit based musical material on percussion or keyboard instruments demonstrating steady beat.

Alternative Assessments:

Video Modeling with Student Reflection

Use short clips of class activity to help students identify their contributions, followed by assisted "reflection" (e.g., pointing to images or answering Yes/No about preferences).

Choice Mapping with Visuals

Document musical preferences using a board or app to map favorite instruments, rhythms, or movement patterns over time.

Music Portfolio

Students record or use AAC devices or symbol-supported books to "record" their mood-based musical choices.

Core Instructional & Supplemental Materials

Key Supports for These Activities:

- Visual schedules and symbols for music form (A/B/Coda/etc.)
- Assistive technology (switches, AAC devices)
- Peer modeling and adult facilitation
- Sensory-friendly instruments and environments
- Percussion instruments (hand drums, rhythm sticks, shakers, tambourines, maracas, egg shakers)
- Digital music platform (Spotify, Apple Music, YouTube Music, etc.) for student music selections
- Interactive whiteboard or projector
- Music notation visuals and rhythm cards
- Visual Core Board (AAC) (Start, Stop, Play, Listen, Your Turn, Together, Loud, Soft, Fast, Slow)
- Emotion cards or feeling charts
- Choice boards with pictures and words for song/instrument selection
- Name tags or partner cards to establish peer mentorships

Additional Instructional and Supplemental Materials:
Adaptive musical instruments (switch-activated instruments, adaptive drumsticks, accessible mallets, sound beam technology if available)
Technology Apps - Cause and Effect:

- online resources

- Chrome Music Lab
- Blob Opera
- Incredibox
- Mario Sequencer- build rhythm patterns
  - Youtube
- instrument imposter
- rhythm imposter
- body percussion play along
- rhythm patterns

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Review of directions
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Extended Time - Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone or Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogenous Grouping
- Small Group In-Depth Instruction -
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

- Use of choice boards when asked to describe music or mood.
- Visual depictions of tempo vocabulary.
- Visual symbols for music form (A/B/Coda/etc.)
- Visual Core Board (AAC) (Start, Stop, Play, Listen, Your Turn, Together, Loud, Soft, Fast, Slow)
- AAC Device
- Adaptive percussion instruments
- Color-coded notation
- Visual rhythm cards
- Picture supports
- Movement-based responses
- Peer partners
- Extended time
- Teacher modeling
- Chunked instruction
- Choice of performance format
- Alternative assessment methods

Unit 2

Desired Results

Unit 2 Title: The Language of Music

Unit Summary:

In this unit, students will explore the foundational elements of music by developing an understanding of rhythm as a universal language. Through inclusive, hands-on experiences, students will learn to identify and maintain a steady beat, distinguish and

demonstrate various tempos, and recognize basic note values. Students will explore rhythmic patterns and sequences through movement, listening, performance, and collaborative activities that encourage participation from learners of all abilities.

As the unit progresses, students will apply their knowledge by creating, reading, and performing original rhythmic compositions using standard music notation and alternative forms of representation as appropriate. Emphasis will be placed on creativity, communication, collaboration, and self-expression while building confidence in musical performance. By the end of the unit, students will understand how rhythm serves as a fundamental building block of music and will demonstrate their learning through individual and group rhythmic performances.

Learning Standards

NJSLS:

Standard 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Standard 1.3C.nov.Cr1a: Explore and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Standard 1.3C.nov.Pr4b: Demonstrate, using music reading skills (where appropriate), how knowledge of formal aspects in musical works informs prepared or improvised performances.

Standard 1.3C.nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

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Relationship Skills

- Establish and maintain healthy relationships
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Interdisciplinary Connections

English Language Arts, Speaking and Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Visual Arts

- Use of Color and Symbol Systems for visual rhythm cues and instrument labels.
- Visual Choice Boards for musical selections incorporate visual design and personal expression.
- Use multiple approaches to begin creative endeavors.
- Using color and symbol systems to design rhythm cues or label instruments demonstrates creative problem-solving in a musical context.
- Engage in making a work of art or design without having a preconceived plan.
- Apply and refine visual design systems (e.g., color coding or graphic notation) over time for consistent musical interpretation.
- Describe how knowledge of culture, traditions and history may influence personal responses to art.
- Use of traditional musical or visual symbols across cultures (e.g., folk rhythm notations, instrument symbols) connects artistic traditions.

Mathematics

- Pattern Recognition: Identifying AB or ABA form relates to basic patterning and algebraic thinking.
- Interpret expressions that represent a quantity in terms of its context.

- Counting Beats/Rhythms: Reinforces 1:1 correspondence and basic number sense.

Physical Education

- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

Learning Targets

Unit Essential Questions:

- How is rhythm used to communicate ideas and emotions in music?
- Why is a steady beat important in music?
- How do tempo and note values affect the way music sounds?
- How can we work together to create and perform rhythmic patterns?
- How can everyone participate in making music, regardless of ability?

Unit Enduring Understandings:

- Rhythm is a fundamental element of all music.
- A steady beat provides the foundation for musical performance.
- Tempo changes the mood and energy of music.
- Note values represent different durations of sound and silence.
- Music is a form of communication that everyone can participate in and enjoy.
- Collaboration strengthens musical performance and creativity.

Vocabulary:

Inclusive Vocabulary

- unified- brought together as a single, cohesive whole or operating as a coordinated unit
- social inclusion- the process of improving the terms on which individuals and groups participate in society
- dignity- . It also describes calm, composed, and serious behavior. It is the foundational concept behind basic human rights, meaning every individual matters equally regardless of their circumstances.
- perception- the cognitive process of organizing, identifying, and interpreting sensory information to understand our environment.

- inclusion- actively ensuring that everyone feels valued, respected, and supported

General Music Vocabulary

- Rhythm
- Measure
- Bar Line
- Steady Beat
- Whole Note
- Half Note
- Quarter Note
- Eighth Note
- Sixteenth Note
- Tempo
- Pattern
- Allegro
- Adagio
- Time Signature

Collaboration & Group Work Vocabulary

- partner- a person you work with
- group– a team or everyone together
- wait–to stop and watch or listen
- together–doing something at the same time
- leadership
- help–to ask or give support

Students will be able to:

Unit 2a

- Identify and maintain a steady beat.

- Differentiate between fast, medium, and slow tempos.

Unit 2B

- Recognize and perform basic note values (whole, half, quarter, paired eighth notes, and quarter rest).
- Read and perform simple rhythmic patterns.

Unit 2C

- Identify repeating rhythmic sequences.
- Perform and respond to rhythmic sequences in a call and response fashion.

Unit 2D

- Create original rhythmic compositions using learned note values.
- Perform rhythmic compositions independently and in small groups.
- Demonstrate appropriate performance skills, including listening and responding to others.
- Reflect on their own musical learning and collaboration.

Learning Activities & Differentiation: *(Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI])*

Activity: Body Percussion & Movement
Context: Students will correlate body movements to steady beat and pattern sequencing. Use of clapping, patting, stomping, snapping and tapping are some of the common body percussion techniques. The use of visual symbols before basic notation will give students a sense of reading patterns and tempo variations. Other movement activities might include free movement in the classroom space to demonstrate flow and steady marching.

Activity: Rhythm Echo Games
Context: Students will engage in call and response rhythmic activities with the teacher and peers. Echo games reinforce pattern sequencing as well as beginning stages of pattern improvisation. Call and response patterns can be executed through body

percussion, boom wackers and use of various small percussion instruments.

Activity: Bucket Drumming
Context: Utilizing pattern sequencing, steady beat and tempo, students will learn basic percussion performing techniques while engaging in group bucket drumming. The teacher will model correct playing techniques and go over basic ensemble strategies when performing together.

Activity: Interactive Notation Games & Composition Cards
Context: Students will correlate picture symbols to rhythmic notation using flash cards and interactive games.

Activity: Small Group Performances
Context: Students will pick various songs to work on throughout the year utilizing body percussion, boom wackers, keyboards and various percussion instruments.

Assessment Evidence

Formative Assessments:

Formative Assessments:

Observation checklists

- Track student engagement, participation, partnership, responses during activities.

Prompt logs

- Record the maximum level of the prompt hierarchy necessary during activities (e.g physical, model, verbal, gestural).

Student Response Sheets or Symbol Boards

- Use visuals or symbol-supported worksheets along independent choice to allow students to choose favorite instruments, moods, or sections

Student Feedback

- Structured opportunities for students to express (verbal or nonverbal -point, signal, indicate) whether they liked their partner's rhythm or movement.

Performance Engagement

- Rhythm echo responses
- Beat and tempo demonstrations
- Small group practice
- Rhythm reading checks

Summative Assessments:

- Perform a written rhythm accurately.
- Create an original four- or eight-measure rhythmic composition.
- Perform their composition independently or with peers.
- Explain the note values and rhythmic patterns used in their composition.

Common Benchmark Assessments:
Perform unit based musical material on percussion or keyboard instruments demonstrating basic rhythms learned within this unit including half notes and quarter notes.

Alternative Assessments:
Video Modeling with Student Reflection
Use short clips of class activity to help students identify their contributions, followed by assisted “reflection” (e.g., pointing to images or answering Yes/No about preferences).
Choice Mapping with Visuals
Document musical preferences using a board or app to map favorite instruments, rhythms, or movement patterns over time.
Music Portfolio
Students record or use AAC devices or symbol-supported books to “record” their mood-based musical choices.

Core Instructional & Supplemental Materials

Key Supports for These Activities:

- Visual schedules and symbols for music form (A/B/Coda/etc.)
- Assistive technology (switches, AAC devices)
- Peer modeling and adult facilitation
- Sensory-friendly instruments and environments
- Percussion instruments (hand drums, rhythm sticks, shakers, tambourines, maracas, egg shakers)
- Digital music platform (Spotify, Apple Music, YouTube Music, etc.) for student music selections
- Interactive whiteboard or projector
- Music notation visuals and rhythm cards
- Visual Core Board (AAC) (Start, Stop, Play, Listen, Your Turn, Together, Loud, Soft, Fast, Slow)
- Emotion cards or feeling charts
- Choice boards with pictures and words for song/instrument selection

Additional Instructional and Supplemental Materials:

Adaptive musical instruments (switch-activated instruments, adaptive drumsticks, accessible mallets, sound beam technology if available)

Technology Apps - Cause and Effect: online resources

- Chrome Music Lab
- Blob Opera
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- Mario Sequencer- build rhythm patterns

  Youtube
- instrument imposter
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Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

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- Extended Time - Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Homogenous Grouping
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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations:

- Adaptive percussion instruments
- Use of various music learning theories for rhythm syllables
- Color-coded notation
- Visual rhythm cards
- Picture supports
- Movement-based responses
- AAC devices
- Peer partners
- Extended time
- Teacher modeling
- Chunked instruction
- Choice of performance format
- Digital composition tools
- Alternative assessment methods

Unit 3

Desired Results

Unit 3 Title: Styles & Analysis

Unit Summary:

In this unit, students will expand their understanding of the language of music by exploring the instruments of the orchestra and band, identifying instrumental families, examining a variety of musical genres and styles, and developing beginning music literacy through an introduction to the musical staff. Building on the rhythmic concepts learned in the previous unit, students will read and perform more advanced rhythmic patterns while learning how rhythm, melody, instrumentation, and style work together to create musical expression.

Through active listening, performance, movement, discussion, and collaborative learning experiences, students will compare music from different cultures, historical periods, and genres. Students will identify characteristic sounds of instrument families, recognize common musical styles, and begin reading simple melodic notation on the staff. Throughout the unit, students will analyze musical examples, describe what they hear using appropriate musical vocabulary, and demonstrate their understanding through creative and performance-based activities that encourage participation from learners of all abilities.

Learning Standards

NJSLS:

Standard 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Standard 1.3C.nov.Cr1a: Explore and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Standard 1.3C.nov.Pr4b: Demonstrate, using music reading skills (where appropriate), how knowledge of formal aspects in musical works informs prepared or improvised performances.

Standard 1.3C.nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

Self Awareness

- Recognize one's personal traits, strengths, and limitations

Interdisciplinary Connections

English Language Arts, Speaking and Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Visual Arts

- Use of Color and Symbol Systems for visual rhythm cues and instrument labels.
- Visual Choice Boards for musical selections incorporate visual design and personal expression.
- Use multiple approaches to begin creative endeavors.
- Using color and symbol systems to design rhythm cues or label instruments demonstrates creative problem-solving in a musical context.
- Engage in making a work of art or design without having a preconceived plan.
- Apply and refine visual design systems (e.g., color coding or graphic notation) over time for consistent musical interpretation.
- Describe how knowledge of culture, traditions and history may influence personal responses to art.
- Use of traditional musical or visual symbols across cultures (e.g., folk rhythm notations, instrument symbols) connects artistic traditions.

Mathematics

- Pattern Recognition: Identifying AB or ABA form relates to basic patterning and algebraic thinking.
- Interpret expressions that represent a quantity in terms of its context.
- Counting Beats/Rhythms: Reinforces 1:1 correspondence and basic number sense.

Physical Education

- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

Learning Targets	
Unit Essential Questions: • How do instruments contribute to the sound and character of music? • What makes different musical genres and styles unique? • How does written music help musicians communicate? • How do rhythm, melody, and instrumentation work together to create music? • How can listening carefully help us better understand and appreciate music?	Unit Enduring Understandings: • Instruments are grouped into families based on how they produce sound. • Different musical genres reflect diverse cultures, traditions, and historical influences. • Musical notation is a universal language that allows musicians to read, write, and share music. • Musical elements such as rhythm, melody, tempo, dynamics, and instrumentation shape the style and mood of a piece. • Careful listening and analysis help musicians become stronger performers and more informed listeners. • Music provides opportunities for creativity, collaboration, and self-expression for individuals of all abilities.
Vocabulary: Inclusive Vocabulary • unified- brought together as a single, cohesive whole or operating as a coordinated unit • social inclusion- the process of improving the terms on which individuals and groups participate in society • dignity- . It also describes calm, composed, and serious behavior. It is the foundational concept behind basic human rights, meaning every individual matters equally regardless of their circumstances. • perception- the cognitive process of organizing, identifying, and interpreting sensory information to understand our	Instrument Families • Strings • Woodwinds • Brass • Percussion Rhythm • Whole Note • Half Note • Quarter Note • Eighth Notes • Quarter Rest

environment.
- inclusion- actively ensuring that everyone feels valued, respected, and supported
- General Music Vocabulary

Music Literacy

- Staff
- Treble Clef
- Bass Clef (introduction)
- Line Notes
- Space Notes
- Measure
- Bar Line
- Time Signature
- Repeat Sign

Collaboration & Group Work Vocabulary

- partner- a person you work with
- group–a team or everyone together
- wait– to stop and watch or listen
- together– doing something at the same time
- help– to ask or give support

- Half Rest
- Whole Rest
- Syncopation (introductory, as appropriate)
- Sixteenth Notes
- Musical Elements
- Melody
- Harmony
- Dynamics
- Tempo
- Timbre
- Texture
- Form
- Genre
- Style

Students will be able to:

Unit 3A

- Identify visually the four primary instrument families (woodwind, brass, string, and percussion).
- Identify aurally instruments from each family through sound examples.
- Describe how instruments produce sound.

Unit 3B

- Compare characteristics of different musical genres and styles.
- Identify musical elements heard while listening to a variety of musical examples.
- Identify instruments used within musical examples

Unit 3C

- Demonstrate an understanding of the musical staff, including staff lines, spaces, clefs, and basic note placement.
- Use mnemonic devices to identify space and lines on a musical staff.

Unit 3D

- Read and perform more advanced rhythmic patterns that include combinations of whole, half, quarter, eighth notes, rests, syncopated rhythms (as appropriate), and simple time signatures.
- Use appropriate musical vocabulary when discussing music.
- Participate in collaborative listening, performance, and music analysis activities.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

Activity: Instrument Family Sorting Activities

Context: Using visual instrumental pictures, students will practice identifying and sorting instruments visually to match their families.

Activity: Instrument Listening Identification Games

Context: Through interactive games and recordings, students will practice identifying sounds that match the instruments.

Activity: Guided Listening Journals & Compare and Contrast Discussions

Context: Students will learn to articulate using conversation and feeling boards to compare and contract music relating music to genres and feelings. Students will also relate their instrumental knowledge to describe what instruments might be in recordings or videos. *Musical selections will include a diverse selection of artists and bands including LGBTQ artists and music from various countries.

Activity: Interactive staff notation games
Context: Using color coded symbols, students will begin to relate colors to points on the musical staff. Boom wackers song activities will be used to read color coded and basic notation.

Activity: Guest Musician Demonstrations & Instrument Exploring (when available)
Context: Creating an all inclusive environment with students within various instrumental and vocal ensembles within our school. Guest musicians will demonstrate and discuss the instrument being performed.

Assessment Evidence

Formative Assessments:

Teacher/Staff Observation

- Track student engagement, participation, partnership, responses during activities.

Prompt logs

- Record the maximum level of the prompt hierarchy necessary during activities (e.g physical, model, verbal, gestural)

Student Response Sheets/ Symbol Boards/ Exit Tickets

- Use visuals/symbol-supported and written worksheets

Student Feedback

- Structured opportunities for students to point, signal, indicate whether they liked their partner's rhythm or movement.

Performance Engagement

- Instrument identification checks
- Listening response journals
- Rhythm performance practice
- Staff notation

- Vocabulary games
- Peer discussions
- Self-reflection activities

Summative Assessments:

- Portfolio
- Collect artifacts such as photos, audio/video recordings of participation in instrument stations, drum circles, and partner activities.
- Student-Led Demonstration
- With support, Identify instruments by family using visual and audio examples.
- Compare and describe at least two musical genres using appropriate vocabulary.
- Demonstrate beginning music-reading skills by identifying notes on the musical staff.
- Perform a rhythmic exercise using advanced note values.
- Complete a listening analysis identifying musical elements including tempo, dynamics, instrumentation, and genre.
- Class Composition Showcase- Present a group-created ABA or AB piece where each student's part is acknowledged, showing understanding of form and collaboration.
- Rubrics with Simplified Criteria- Choice-making (Yes/No or between options), Participation in group rhythm/movement, Contribution to musical ideas (even simple, consistent responses)

Common Benchmark Assessments:

Perform unit based musical material on percussion or keyboard instruments demonstrating basic rhythms learned within this unit including half, quarter and eighth note style rhythms with quarter rests.

Alternative Assessments:

Video Modeling with Student Reflection

Use short clips of class activity to help students identify their contributions, followed by assisted "reflection" (e.g., pointing to images or answering Yes/No about preferences).

Choice Mapping with Visuals

Document musical preferences using a board or app to map favorite instruments, rhythms, or movement patterns over time.

Music Portfolio

Students record or use AAC devices or symbol-supported books to “record” their mood-based musical choices.

Core Instructional & Supplemental Materials

Key Supports for These Activities:

- Visual schedules and symbols for music form (A/B/Coda/etc.)
- Assistive technology (switches, AAC devices)
- Peer modeling and adult facilitation
- Sensory-friendly instruments and environments
- Percussion instruments (hand drums, rhythm sticks, shakers, tambourines, maracas, egg shakers)
- Digital music platform (Spotify, Apple Music, YouTube Music, etc.) for student music selections
- Interactive whiteboard or projector
- Music notation visuals and rhythm cards
- Visual Core Board (AAC) (Start, Stop, Play, Listen, Your Turn, Together, Loud, Soft, Fast, Slow)
- Emotion cards or feeling charts
- Choice boards with pictures and words for song/instrument selection

Additional Instructional and Supplemental Materials:
Adaptive musical instruments (switch-activated instruments, adaptive drumsticks, accessible mallets, sound beam technology if available)
Technology Apps - Cause and Effect: online resources

- Chrome Music Lab
- Blob Opera
- Incredibox
- Mario Sequencer- build rhythm patterns
  Youtube
- instrument imposter

- rhythm imposter
- body percussion play along
- rhythm patterns

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts

- Extended Time - Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone or Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogenous Grouping

- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

- Music Learning Theories for rhythm syllables
- Color-coded staff notation
- Picture symbols
- Adaptive instruments
- Audio recordings
- Interactive technology
- Peer partners
- Choice boards
- Teacher modeling
- Chunked instruction
- Extended time
- Alternative response formats
- AAC supports
- Movement-based demonstrations

Unit 4

Desired Results

Unit 4 Title: Performance & Practice

Unit Summary: This unit develops students' confidence, independence, and collaborative musicianship through keyboard instruction, instrument ensemble practice, and purposeful rehearsal strategies. Students of all abilities work together to strengthen foundational performance skills while learning that every musician contributes to the success of an ensemble. Through differentiated instruction, adaptive supports, peer collaboration, and multiple means of engagement and expression, students develop technical proficiency, creativity, communication, and self-expression in an inclusive learning environment.

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- Interpret expressions that represent a quantity in terms of its context.
- Counting Beats/Rhythms: Reinforces 1:1 correspondence and basic number sense.

Physical Education

- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

Learning Targets

Unit Essential Questions:

- How can music help us express who we are and build community?
- How can we communicate with others through music?
- How does regular practice help us grow as musicians and collaborators?
- How do communication, teamwork, and peer support strengthen an ensemble performance?
- How can every musician contribute to a successful performance, regardless of ability or experience?
- How does performing music allow us to express ourselves and connect with others?

Unit Enduring Understandings:

- Consistent practice, perseverance, and reflection help musicians develop confidence, independence, and performance skills.
- Successful ensembles are built on collaboration, communication, mutual respect, and the understanding that every member plays an important role.
- Inclusive learning environments provide multiple ways for all students to participate, demonstrate their abilities, and contribute meaningfully to musical performances.

	• Music performance is a form of creative expression that builds confidence, fosters connections, and strengthens a sense of belonging within a community.

Vocabulary:

Inclusive Vocabulary

- unified- brought together as a single, cohesive whole or operating as a coordinated unit
- social inclusion- the process of improving the terms on which individuals and groups participate in society
- dignity- . It also describes calm, composed, and serious behavior. It is the foundational concept behind basic human rights, meaning every individual matters equally regardless of their circumstances.
- perception- the cognitive process of organizing, identifying, and interpreting sensory information to understand our environment.
- inclusion- actively ensuring that everyone feels valued, respected, and supported

General Music Vocabulary

- Practice
- Performance
- Ensemble
- Keyboard
- Rehearsal

Collaboration & Group Work Vocabulary

- partner- a person you work with
- group–a team or everyone together
- wait– to stop and watch or listen
- together– doing something at the same time
- help–to ask or give support

Students will be able to:

Unit 4a: Keyboarding: Develop foundational keyboard skills by following visual cues, and performing simple musical selections with increasing accuracy and confidence.

Unit 4b: Instrument Ensemble Practice: Demonstrate effective collaboration by working respectfully with peer mentors and classmates during rehearsals and performances, contributing positively to the success of the ensemble.

Unit 4c: Preparation & Practice:

- Apply rehearsal strategies such as focused practice, repetition, self-monitoring, and constructive feedback to improve individual and group performance.
- Build confidence, independence, and self-advocacy by setting personal performance goals, reflecting on progress, and recognizing that every musician makes a valuable contribution to an inclusive musical community.

Learning Activities & Differentiation: *(Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI])*

Activity: Keyboard Around the World
Context: Students learn simple melodies from a variety of cultures (e.g., "Lift Every Voice and Sing," a Japanese folk melody such as *Sakura*, a Hawaiian song such as *Aloha ʻOe*, or a Yiddish folk melody). Students practice finger numbers, hand position, and following visual cues before performing in small groups. *Asian American & Pacific Islander:* Perform and discuss a traditional Japanese or Hawaiian melody.
People with Disabilities & DEI: Demonstrate how adaptive instruments and accessible notation allow all musicians to participate.

Activity: Adaptive Keyboard Melody Creation (ABA Form)
Context: Using color-coded keyboard keys, students select or activate notes to create a melodic phrase (A), followed by a contrasting sound section (B), then repeat A.

Assessment Evidence

Formative Assessments:

Teacher/Staff Observation

- Track student engagement, participation, partnership, responses during activities.

Prompt logs

- Record the maximum level of the prompt hierarchy necessary during activities (e.g physical, model, verbal, gestural)

Student Response Sheets/ Symbol Boards/ Exit Tickets

- Use visuals/symbol-supported and written worksheets

Student Feedback

- Structured opportunities for students to point, signal, indicate whether they liked their partner's rhythm or movement.

Performance Engagement

- Instrument identification checks
- Listening response journals
- Rhythm performance practice
- Staff notation
- Vocabulary games
- Peer discussions
- Self-reflection activities

Summative Assessments:

Portfolio

- Collect artifacts such as photos, audio/video recordings of participation in instrument stations, drum circles, and partner activities.

Student-Led Demonstration

- With support, students demonstrate their ability to make a musical choice, contribute a sound to a group composition, or perform an AB pattern.

Class Composition Showcase

- Present a group-created ABA or AB piece where each student's part is acknowledged, showing understanding of form and collaboration.

Rubrics with Simplified Criteria

- Choice-making (Yes/No or between options)

- Participation in group rhythm/movement
- Contribution to musical ideas (even simple, consistent responses)

Common Benchmark Assessments:

Perform unit based musical material on percussion or keyboard instruments demonstrating rhythmic units and patterns learned throughout the course.

Alternative Assessments:

Video Modeling with Student Reflection

Use short clips of class activity to help students identify their contributions, followed by assisted "reflection" (e.g., pointing to images or answering Yes/No about preferences).

Choice Mapping with Visuals

Document musical preferences using a board or app to map favorite instruments, rhythms, or movement patterns over time.

Core Instructional & Supplemental Materials

Key Supports for These Activities:

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- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations:

- Peer/Teacher modeling specific musical parts within performance music
- Color-coded staff notation and standard notation together
- Picture symbols
- Adaptive instruments
- Audio recordings
- Interactive technology
- Peer partners
- Choice boards
- Chunked instruction
- Extended time
- Alternative response formats
- AAC supports

- Movement-based demonstration