Marking Period			Unit Title	Recommended Instructional Days
1st	1st		thm and Beat	Approximately 12 Days (Integrated Throughout the Year)
		chor Standard: l Knowledge & Skills		
Rhythm and Beat Students will continue to discover music has a steady beat and continue to identify that the beat can be fast and/or slow tempo. Students will be able to distinguish between rhythm and beat.	impi and simp patte Exp purp social for continuous and simple social for continuous and simple social for continuous and social for continuous and social for continuous and social for continuous and social for continuous collar crite sover	Creating A.5.Cr1a: -: Generate and rovise rhythmic, melodic harmonic ideas, and ole accompaniment erns and chord changes. Itain connection to specific rose and context (e.g., al., cultural, historical). A.5.Cr2a: Demonstrate eloped musical ideas for rovisations, arrangements empositions to express and context. A.5.Cr2b: Use standard for iconic notation and/or reding to document conal rhythmic, melodic two chord harmonic ideal ideas. A.5.Cr3a: Evaluate, refine document revisions to conal music, applying aboratively developed ria, showing improvement time and explaining male for changes.		vities, Investigations, ections, and/or Student NJSLS-VPA within Unit

 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

1.3.A.5.Pr - Performing

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and

feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

1.3.A.5.Re - Responding

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics,

	tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. 1.3.A.5.Cn - Connecting 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a) 1.3A.5Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)	
Artistic Practice:	Performance Expectation/s:	
Creating:	• Students will be able to create the elements of music that are foundational to basic music literacy. Students will use appropriate terminology when creating/improvising rhythms.	Activity Description: With teacher guidance, create rhythm patterns at various tempi. Perform and identify the difference between steady beat and unsteady beat.

Performing:	 Students will be able to create phrases in response to a teacher prompt (i.e. call and response/improvisation with teacher guidance) Students will be able to create short rhythms using a steady pulse and at various tempi. Students will be able to use 	 Perform as a class and a soloist a steady beat using various temp Perform and identify the difference between steady beat and rhythm. Perform rhythm patterns identifying different notes. Perform songs using proper vocal techniques to vary dynamic levels. Perform songs using proper posture in sitting and standing positions
renorming.	appropriate terminology when describing rhythm.Students will be able to	Reflect/self critique acquired melodic skills and vocal production.
	perform with a higher degree of accuracy. Students will be able to read and perform whole notes, dotted half notes, half notes and dotted quarter notes. Students will be able to identify and keep a steady beat and off beat. Students will be able to identify and perform changes in notes. Students will be able to identify dynamics as forte and piano appropriate to the style of music. Students will be able to follow conducting patterns and gestures while perfomring.	Listen to and perform various examples of songs from different cultures, holidays, and historical periods.
Responding:	Self evaluation as well as obtaining feedback from teachers and peers.	

Connecting:	Responding to rhythms from various examples of styles and genres.
Enduring Understanding/s:	Essential Question/s:
Musicians generate creative ideas from a variety of influential sources. Musicians evaluate and refine their work through creativeness, new ideas and persistence.	Creating: How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work?
Performing: Performers select their collection of work by musical interests and personal skills. Over time, performers evaluate, analyze, and amend their performance. Audience response to performance is based on how it is presented and connection.	Performing: How do performers select their collection of work? How do musicians improve the quality of their performance? How do performers create and interpret audience response? How does the manner in which a performance is presented influence audience response?
Responding: • Individuals' selection of musical works is influenced	Responding: • How do individuals choose music to experience? How

by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context. • The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	 does understanding the structure and context of music inform a response? How do we perceive the musical creator and performers expressive intent? How do we judge the quality of musical work and performance?
Connecting: • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	 Connecting: 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?
Social and Emotional Learning:	Social and Emotional Learning:
Competencies	Sub-Competencies
(https://selarts.org/)	(https://selarts.org/)
Social Awareness:	Self Awareness:
• 08.LE.Describe potential causes for emotions.	01.LE.Idenitfy situations that produce positive and negative

- causes for emotions.
- 09.LE.Recognize similarities and differences between cultures.
- 10.LE.Develop skills to participate in conversations
- produce positive and negative emotions
- 03.LE.Identify one's skills and interests.
- 03.LE.Distinguish areas where one needs support

where individuals have different points of view.

Relationship Skills

• 13.LE.Utilize"active listening" skills.

Responsible Decision-Making:

- 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate).
- 18.LE Identify goals, alternative generate and evaluate responses consequences for a range of academic and social situations.
- 19.LE.Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior

Self Management:

- 06.LE.Describe the steps in setting and working to achieve a goal.
- 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals..

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

2022 Dev. Date:

Formative Assessments:

- Music Class Participation Rubrics
- Oral/Verbal Responses to Teacher Questions/Instruction
- Group Projects / Discussions
- Self-Assessment/Student Reflection

Benchmarks:

- Rough draft of projects
- Presentations
- Homework
- Self assessment

Summative Assessments:

• Written and /or Performance on Quiz and Test

Differentiated Student Access to Content: Teaching and Learning Resources/Materials

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources	
 Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection Various classroom instruments 	 Utilize modifications and accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching approaches. Work with a partner Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home Change movement requirements to reduce activity time Solidify and refine concepts through repetition 	 Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials Develop and post routines 	 Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content 	

Supplemental Resources

Technology:

• www.boomcards.com

Music Grade: 3-5

•	www.youtube.com

- Audio recordings
- Visual Aides

Differentiated Student Access to Content: Recommended Strategies & Techniques

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Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core	
 Singing Ranges of Notation Playing of Instruments Movement / Dance 	 Smaller groups Peer Tutoring Lesson outline and vocabulary Reduction of assignments and performances. 	 Flexible grouping Google Translate when needed Provide extra time Vocabulary Translation Cards 	 Real world scenarios Student driven instruction Problem based learning Stations or Centers 	

NJSLS CAREER READINESS,
LIFE LITERACIES & KEY
SKILLS

Discipiliary Concept.					
Core Ideas:	Brainstorming can create new, innovative ideas.				
Performance Expectation/s:	 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 				

Career Readiness, Life Literacies, & Key Skills Practices

- Act as a responsible and contributing community members and employee
- Attend to financial well-being

Disciplinary Concepts

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
Amistad Law: <i>N.J.S.A. 18A</i> 52:16A-88		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A.</i> 18A:35-4.35		Diversity & Inclusion: N.J.S.A. 18A:35-4.36a		Standards in Action: Climate Change

Marking Period			Unit Title	Recommended Instructional Days
2nd		Melody and Vocal Production		Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills			
Melody and Vocal Production: Students will perform, as individuals and in groups, using proper head voice, posture, breathing techniques, and vocal techniques to vary dynamic levels. The repertoire of songs has students performing and echoing on pitch to attain an understanding of melodic contour.	impi and simp patte Exp purp socia • 1.3A deve	Creating A.5.Cr1a: -: Generate and rovise rhythmic, melodic harmonic ideas, and ole accompaniment erns and chord changes. Itain connection to specific rose and context (e.g., al, cultural, historical). A.5.Cr2a: Demonstrate eloped musical ideas for rovisations, arrangements compositions to express		vities, Investigations, ections, and/or Student NJSLS-VPA within Unit

- intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording to document personal rhythmic, melodic and two chord harmonic musical ideas...
- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

1.3.A.5.Pr - Performing

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and

- performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

1.3.A.5.Re - Responding

• 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how

selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

1.3.A.5.Cn - Connecting

- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)
- 1.3A.5Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following

	Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)	
Artistic Practice:	Performance Expectation/s:	
Creating:	 Students will be able to create musical responses to a teacher prompt. Students will be able to create or improvise patterns that demonstrate melodic contour. Students will be able to use appropriate terminology when creating melody and vocal production. 	 Activity Description: With teacher guidance, create/improvise in response to a teacher prompt. Perform on pitch, and echo songs with the teacher as the leader and the class/soloist as the echo. Perform in proper head voice within the range of A4 – D5. Perform and identify the major scale - do, re, mi, fa, sol, lati, high do in
Performing:	 Students will demonstrate the ability to perform rhythmic concepts with a higher degree of accuracy. Students will continue to develop the ability to recognize melody patterns, identify phrases, evaluate the tones of a melody, recognize the direction of a melodic line and detect sequences in melody. Students will be able to perform unison songs, rounds, partners songs and others using proper vocal placement and breathing techniques in the range of A4-D5. Students will be able to Identify vocal ranges: 	 Perform in unison and in harmony vocal parts. Perform songs using proper posture in sitting and standing positions. Perform songs using proper breathing techniques for phrasing and tone production. Perform songs using proper vocal techniques to a variety of dynamic levels. Continue to develop the ability to recognize melody patterns, identify phrases, evaluate the tones of a melody, recognize the direction of a melodic line and detect sequences in melody. Reflect/self critique acquired melodic skills and vocal production Listen to and perform various examples of songs from different cultures, holidays, and historical periods.

	Soprano, Alto, Tenor, Bass in the grand staff. Students will be able to understand that individual voice ranges change with time. Students will be able to harmonize by using singing ability and tone accuracy. Students will be able to develop a repertoire of songs.	
Responding:	 Students will be able to self evaluate as well as obtain feedback from teachers and peers. 	
Connecting:	Students will be able to sing songs from a variety of cultures and genres.	
Enduring Understanding/s:	Essential Question/s:	
Creating: • Musicians generate creative ideas from a variety of influential sources. • Musicians evaluate and refine their work through creativeness, new ideas and persistence.	Creating: How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work?	
Performing:	Performing:	

- Performers select their collection of work by musical interests and personal skills.
- Over time, performers evaluate, analyze, and amend their performance.
- Audience response to performance is based on how it is presented and connection.

Responding:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.
- The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.

Connecting:

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, a

- How do performers select their collection of work?
- How do musicians improve the quality of their performance?
- How do performers create and interpret audience response?
- How does the manner in which a performance is presented influence audience response?

Responding:

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we perceive the musical creator and performers expressive intent?
- How do we judge the quality of musical work and performance?

Connecting:

- 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?

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
(https://selarts.org/)	(https://selarts.org/)
Social Awareness:	Self Awareness:
 08.LE.Describe potential causes for emotions. 09.LE.Recognize similarities and differences between cultures. 10.LE.Develop skills to participate in conversations where individuals have different points of view. 	 01.LE.Idenitfy situations that produce positive and negative emotions 03.LE.Identify one's skills and interests. 03.LE.Distinguish areas where one needs support
 Relationship Skills 13.LE.Utilize"active listening" skills. Responsible Decision-Making: 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of 	Self Management: • 06.LE.Describe the steps in setting and working to achieve a goal. • 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals

academic and social situations. • 19.LE.Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior					
To show evidence of meeting the	ts (Formative) standard/s, students will successfully ge within:	To show evidence of meeting the	Assessments (Summative) To show evidence of meeting the standard/s, students will successfully complete:		
Formative Assessments:	acher Questions/Instruction	Benchmarks: Rough draft of projects Presentations Homework Self assessment Summative Assessments: Written and /or Performance	 Rough draft of projects Presentations Homework Self assessment Summative Assessments:		
		ent Access to Content: ing Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources		
 Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection 	 Utilize modifications and accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching approaches. Work with a partner 	 Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials 	 Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content 		

Various classroom instruments	 Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home Change movement requirements to reduce activity time Solidify and refine concepts through repetition 	Develop and post routines	
	Suppleme	ntal Resources	
Technology:			
		lent Access to Content: rategies & Techniques	
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
 Singing Ranges of Notation Playing of Instruments Movement / Dance 	 Smaller groups Peer Tutoring Lesson outline and vocabulary Reduction of assignment and performances. 	 Flexible grouping Google Translate when needed Provide extra time Vocabulary Translation Cards 	 Real world scenarios Student driven instruction Problem based learning Stations or Centers
	Disciplinary Concept:		
	Core Ideas:	Brainstorming can create new, innovative ide	as.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Performance Expectation/s:	 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	 Attend to financial well-bein Consider the environmental Demonstrate creativity and Utilize critical thinking to ma Model integrity, ethical lead Plan education and career p Use technology to enhance 	social and economic impacts of decisions	

		egislative Statutes and Adı n law/statute if/when prese		
Amistad Law: N.J.S.A. 18A 52:16A-88	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	Diversity & Inclusion: N.J.S.A. 18A:35-4.36a	Standards in Action: Climate Change

Marking	Unit	Recommended
Period	Title	Instructional Days
3rd	Vocal Music - Form	Approximately 12 Days (Integrated Throughout the Year)

Artistic Process:	Anchor Standard: General Knowledge & Skills	
Music - Form: Ints will come to understand fusic has structure. Students iscover that music is composed aller and larger components and be arranged to create ins. Students will develop an standing of how to manipulate ins to represent musical form.	 1.3A.5.Cr - Creating 1.3A.5.Cr1a: - : Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording to document personal rhythmic, melodic and two chord harmonic musical ideas 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit

1.3.A.5.Pr - Performing

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address

- challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

1.3.A.5.Re - Responding

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

1.3.A.5.Cn - Connecting

• 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and

	skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a) 1.3A.5Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)	
Artistic Practice:	Performance Expectation/s:	
Creating: Performing:	 Students will be able Create musical forms using patterns including Rondo, ABA, AABB, solo/chorus, call/response, theme and variations. Students will be able to identify traditional musical forms: Rondo, ABA, AABB, solo/chorus, call/response. Students will be able to use different instruments to 	 Activity Description: Perform songs using vocal melodies, pitched, and unpitched percussion in rondo, solo/chorus, call and response, AB, and ABA form. Perform and identify musical forms including echo, call and response, and same/different. Identify and perform introduction, interlude, and coda. Identify and perform music through movements (i.e., extended form "Sleigh Ride")

Responding	 Students will be able to hear and respond to various forms of textures. Students will be able to identify musical vocabulary
Connecting	 Students will be able to connect with age appropriate identification and discussion in regards to different rhythms Students will be able to sing and play a variety of forms and textures (eg: unison, ostinato, bordun, and ABA) Students will be able to list and apply musical elements .
Enduring Understanding/s: Essential Question/s:	
 Musicians generate creative ideas from a variety of influential sources. Musicians evaluate and refine their work through creativeness, new ideas and persistence. 	Creating: How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work?
Performing: • Performers select their collection of work by	Performing: • How do performers select their collection of work?

musical	interests and
persona	l skills.

- Over time, performers evaluate, analyze, and amend their performance.
- Audience response to performance is based on how it is presented and connection.

Responding:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.
- The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.

Connecting:

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

• How do musicians improve the quality of their performance?

- How do performers create and interpret audience response?
- How does the manner in which a performance is presented influence audience response

Responding:

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we perceive the musical creator and performers expressive intent?
- How do we judge the quality of musical work and performance?

Connecting:

- 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?

Social and Emotional Learning:

Competencies

Social and Emotional Learning: Sub-Competencies

(https://selarts.org/)	(https://selarts.org/)
Social Awareness:	Self Awareness:
 08.LE.Describe potential causes for emotions. 09.LE.Recognize similarities and differences between cultures. 10.LE.Develop skills to participate in conversations where individuals have different points of view. 	 01.LE.Idenitfy situations that produce positive and negative emotions 03.LE.Identify one's skills and interests. 03.LE.Distinguish areas where one needs support
Relationship Skills 13.LE.Utilize"active listening" skills. Responsible Decision-Making: 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of academic and social situations. 19.LE.Identify social norms (e.g., waiting patiently in	Self Management: • 06.LE.Describe the steps in setting and working to achieve a goal. • 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals
similarities and differences between cultures. • 10.LE.Develop skills to participate in conversations where individuals have different points of view. Relationship Skills • 13.LE.Utilize"active listening" skills. Responsible Decision-Making: • 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). • 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of academic and social situations. • 19.LE.Identify social norms	 03.LE.Identify one's skills and interests. 03.LE.Distinguish areas where one needs support Self Management: 06.LE.Describe the steps in setting and working to achieve a goal. 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to

when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior			
To show evidence of meeting the	ts (Formative) standard/s, students will successfully ge within:	To show evidence of meeting the	ts (Summative) standard/s, students will successfully nplete:
Formative Assessments:	acher Questions/Instruction	Benchmarks: Rough draft of projects Presentations Homework Self assessment Summative Assessments: Written and /or Performance	of Quiz and Test
		ent Access to Content: ing Resources/Materials	
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
 Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection Various classroom instruments Ranges of Notation 	 Utilize modifications and accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching approaches. Work with a partner Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home 	 Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials Develop and post routines 	 Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content

	 Change movement requirements to reduce activity time Solidify and refine concepts through repetition 		
	Supplement	al Resources	
Technology:			
		nt Access to Content: tegies & Techniques	
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
 Singing Ranges of Notation Playing of Instruments Movement / Dance 	 Smaller groups Peer Tutoring Lesson outline and vocabulary Reduction of assignments and performances. 	 Flexible grouping Google Translate when needed Provide extra time Vocabulary Translation Cards 	 Real world scenarios Student driven instruction Problem based learning Stations or Centers
Dis	sciplinary Concept:		

	Disciplinary Concept:	
	Core Ideas:	Brainstorming can create new, innovative ideas.
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Performance Expectation/s:	 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Career Readiness, Life Literacies, & Key Skills Practices
 Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence

Amistad Law: <i>N.J.S.A. 18A</i> 52:16A-88	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A.</i> 18A:35-4.35	Diversity & Inclusion: N.J.S.A. 18A:35-4.36a	Standards in Action: Climate Change

Marking Period			Unit Title	Recommended Instructional Days
4th		I	nstruments	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:		nchor Standard: l Knowledge & Skills	Dagaman dad Aatio	
Instruments: Students will use classroom instruments with the intention to practice musical skills. Students will	impi	Creating A.5.Cr1a: -: Generate and rovise rhythmic, melodic harmonic ideas, and		ections, and/or Student NJSLS-VPA within Unit

be engaged in classroom activities
designed to encourage proper playing
technique and creativity.

- simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording to document personal rhythmic, melodic and two chord harmonic musical ideas...
- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

1.3.A.5.Pr - Performing

• 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest,

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Grade:	3-5

- knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

• 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

1.3.A.5.Re - Responding

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

1.3.A.5.Cn - Connecting

• 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following

	Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a) 1.3A.5Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)	
Artistic Practice:	Performance Expectation/s:	
Creating: Performing:	 Students will be able to create rhythm patterns or melodies using instruments Students will be able to perform short pieces of music Students will be able to demonstrate the proper way to play an instrument. Students will be able to demonstrate proper care for the instrument. Students will be able to use appropriate labels when describing classroom instruments Students will be able to identify accents, pizzicato, slurs, and phrasing. 	 With teacher guidance, create and improvise rhythm patterns and melodies on Orff Instruments with two mallets in the C, D, E, and F pentatonic scale at various tempi. Develop an understanding on how to play instruments. Perform using pitched and unpitched percussion instruments in songs from various cultures, singing games, and holidays.

Responding:	 Students will be able to respond to conductors cues Students will be able to self and group critique instrumental techniques while performing.
Connecting:	 Students will be able to classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range. Students will be able to connect to group discussion on various instruments and melodies.
Enduring Understanding/s:	Essential Question/s:
Musicians generate creative ideas from a variety of influential sources. Musicians evaluate and refine their work through creativeness, new ideas and persistence. Performing:	 Creating: How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work?
Performers select their collection of work by musical interests and personal skills.	Performing: • How do performers select their collection of work?

- Over time, performers evaluate, analyze, and amend their performance.
- Audience response to performance is based on how it is presented and connection.

Responding:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.
- The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.

Connecting:

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

- How do musicians improve the quality of their performance?
- How do performers create and interpret audience response?
- How does the manner in which a performance is presented influence audience response

Responding:

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we perceive the musical creator and performers expressive intent?
- How do we judge the quality of musical work and performance?

Connecting:

- 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?

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
Social Awareness: O8.LE.Describe potential causes for emotions. O9.LE.Recognize similarities and differences between cultures. I0.LE.Develop skills to participate in conversations where individuals have different points of view.	Self Awareness: O1.LE.Idenitfy situations that produce positive and negative emotions O3.LE.Identify one's skills and interests. O3.LE.Distinguish areas where one needs support
 Relationship Skills 13.LE.Utilize"active listening" skills. Responsible Decision-Making: 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of 	Self Management: O6.LE.Describe the steps in setting and working to achieve a goal. O7.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals

academic and social situations. • 19.LE.Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior					
To show evidence of meeting the	ts (Formative) standard/s, students will successfully ge within:	Assessments (Summative) To show evidence of meeting the standard/s, students will successfully complete:			
 Formative Assessments: Music Class Participation Ru Oral/Verbal Responses to Tea Group Projects / Discussions Self-Assessment/Student Re 	acher Questions/Instruction	Benchmarks: Rough draft of projects Presentations Homework Self assessment Summative Assessments: Written and /or Performance of Quiz and Test			
Differentiated Student Access to Content: Teaching and Learning Resources/Materials					
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources		
 Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection 	 Utilize modifications and accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching approaches. Work with a partner 	 Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials 	 Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content 		

Various classroom instruments	 Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home Change movement requirements to reduce activity time Solidify and refine concepts through repetition 	Develop and post routines				
	Supplemental Resources					
Technology:						
Differentiated Student Access to Content: Recommended Strategies & Techniques						
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core			
 Singing Ranges of Notation Playing of Instruments Movement / Dance 	 Ranges of Notation Playing of Instruments Peer Tutoring Lesson outline and 		 Real world scenarios Student driven instruction Problem based learning Stations or Centers 			
	Disciplinary Concept:					
	Core Ideas:	Brainstorming can create new, innovative ideas.				

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Performance Expectation/s:	 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 		
	Career Readiness, Life Literacies, & Key Skills Practices			
	 Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence 			

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
Amistad Law: N.J.S.A. 18A 52:16A-88		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35		Diversity & Inclusion: N.J.S.A. 18A:35-4.36a		Standards in Action: Climate Change