

Marking Period	Unit Title	Recommended Instructional Days
1st	Rhythm and Beat	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Rhythm and Beat By the end of Second Grade, students will continue to discover music has a steady beat and identify that the beat can be fast and/or slow and label this speed as tempo. Students will identify the difference between rhythm and beat, explore time signature time, identify and create rhythm patterns, and use standard rhythmic notation for half note (ta-a), quarter note (ta), eighth note joined (ti-ti) or separate (ti), half rest (rest rest), and quarter rest (rest).	1.3.A.2.Cr - Creating <ul style="list-style-type: none"> ● 1.3A.2.Cr1a: - Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. ● 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. ● 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. ● 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. ● 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience. 1.3.A.2.Pr - Performing	

	<ul style="list-style-type: none">● 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.● 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.● 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.● 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.● 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.● 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.● 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.● 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.	
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	<p>1.3.A.2.Re - Responding</p> <ul style="list-style-type: none">● 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.● 1.3A.2Re7b: Describe how specific music concepts are used to support a specific purpose in music.● 1.3A.2Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.● 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. <p>1.3.A.2.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate 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.2Cn11a: 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	
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<p>Responding:</p> <p>Connecting:</p>	<ul style="list-style-type: none"> ● Students will be able to read and perform combinations of half notes, quarter notes, single and paired eighth notes, half rest, and quarter rests by clapping and counting ● Students will be able to use appropriate terminology when describing rhythm. ● Students will be able to self evaluate as well as obtain feedback from teachers and peers. ● Responding to rhythms from various examples of styles and genres. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Creating:</p> <ul style="list-style-type: none"> ● Musicians generate creative ideas from a variety of influential sources. ● Musicians evaluate and refine their work through creativeness, new ideas and persistence. <p>Performing:</p>	<p>Creating:</p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? <p>Performing:</p> <ul style="list-style-type: none"> ● How do performers select their collection of work? 	

<ul style="list-style-type: none">• 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. <p>Responding:</p> <ul style="list-style-type: none">• 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. <p>Connecting:</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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? <p>Responding:</p> <ul style="list-style-type: none">• 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? <p>Connecting:</p> <ul style="list-style-type: none">• 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?	
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<p>Social and Emotional Learning: Competencies (https://selarts.org/)</p>	<p>Social and Emotional Learning: Sub-Competencies (https://selarts.org/)</p>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> 09.EE. Recognize that people are alike and different. 10.EE. Begin to recognize that people have different points of view. 11.EE. With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker) <p>Relationship Skills</p> <ul style="list-style-type: none"> 13.EE. Utilize “active listening” skills. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> 01.EE. Recognize and name different types of positive and negative emotions 03.EE. Identify one’s likes and dislikes 03.EE. Identify challenges or situations where one may need help 03.EE. Recognize things that make one feel good about who they are <p>Self Management:</p> <ul style="list-style-type: none"> 06.EE. Identify simple steps needed to perform a routine, task or accomplish a goal. 07.EE. With adult encouragement, make multiple attempts to meet a goal. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Music Class Participation Rubrics Oral/Verbal Responses to Teacher Questions/Instruction Group Projects / Discussions Self-Assessment/Student Reflection 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rough draft of projects Presentations Homework Self assessment

				<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Written and /or Performance on Quiz and Test
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>				
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources	
<ul style="list-style-type: none"> • Curriculum • Smart Board • Chromebooks • Keyboard • Guitar • Speakers with connection • Various classroom instruments 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Word walls • Label theater and classroom materials • Develop and post routines 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content 	
<p>Supplemental Resources</p>				
<p>Technology:</p> <ul style="list-style-type: none"> • www.boomcards.com • www.youtube.com • Audio recordings • Visual Aides 				

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Singing • Ranges of Notation • Playing of Instruments • Movement / Dance 	<ul style="list-style-type: none"> • Smaller groups • Peer Tutoring • Lesson outline and vocabulary • Reduction of assignments and performances. 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards 	<ul style="list-style-type: none"> • Real world scenarios • Student driven instruction • Problem based learning • Stations or Centers

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	Brainstorming can create new, innovative ideas.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 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	
	<ul style="list-style-type: none"> • 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 	

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	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Melody and Vocal Production By the end of Second Grade, 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 gain a better understanding of melodic contour and the expressive qualities found in music	1.3.A.2.Cr - Creating <ul style="list-style-type: none"> ● 1.3.A.2.Cr1a: - Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. ● 1.3.A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. ● 1.3.A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. ● 1.3.A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. ● 1.3.A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience. 1.3.A.2.Pr - Performing	

	<ul style="list-style-type: none">● 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.● 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.● 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.● 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.● 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.● 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.● 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose <p>1.3.A.2.Re - Responding</p>	
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	<ul style="list-style-type: none">● 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.● 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.● 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.● 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. <p>1.3.A.2.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate 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.2.Cn11a: 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:	
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<p>Responding:</p> <p>Connecting:</p>	<p>proper breathing technique, and correct posture improve the voice and protect the voice when singing.</p> <ul style="list-style-type: none"> • Students will be able to demonstrate progress in matching pitch. • Students will be able to develop a repertoire of songs. • Students will be able to self evaluate as well as obtain feedback from teachers and peers. • Students will be able to respond to rhythms from various examples of styles and genres. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Creating:</p> <ul style="list-style-type: none"> • Musicians generate creative ideas from a variety of influential sources. • Musicians evaluate and refine their work through creativeness, new ideas and persistence. <p>Performing:</p>	<p>Creating:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? 	

<ul style="list-style-type: none">• 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. <p>Responding:</p> <ul style="list-style-type: none">• 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. <p>Connecting:</p> <ul style="list-style-type: none">• 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	<p>Performing:</p> <ul style="list-style-type: none">• 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? <p>Responding:</p> <ul style="list-style-type: none">• 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? <p>Connecting:</p> <ul style="list-style-type: none">• 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?	
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<p>Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/)</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/)</p>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> 09.EE. Recognize that people are alike and different. 10.EE. Begin to recognize that people have different points of view. 11.EE. With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker) <p>Relationship Skills</p> <ul style="list-style-type: none"> 13.EE. Utilize “active listening” skills. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> 01.EE. Recognize and name different types of positive and negative emotions 03.EE. Identify one’s likes and dislikes 03.EE. Identify challenges or situations where one may need help 03.EE. Recognize things that make one feel good about who they are <p>Self Management:</p> <ul style="list-style-type: none"> 06.EE. Identify simple steps needed to perform a routine, task or accomplish a goal. 07.EE. With adult encouragement, make multiple attempts to meet a goal. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Music Class Participation Rubrics Oral/Verbal Responses to Teacher Questions/Instruction 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rough draft of projects

<ul style="list-style-type: none"> Group Projects / Discussions Self-Assessment/Student Reflection 		<ul style="list-style-type: none"> Presentations Homework Self assessment 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Written and /or Performance on Quiz and Test 			
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection Various classroom instruments 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials Develop and post routines 	<ul style="list-style-type: none"> Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content Real world scenarios Student driven instruction
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> www.boomcards.com www.youtube.com Audio recordings 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Singing • Ranges of Notation • Playing of Instruments • Movement / Dance 	<ul style="list-style-type: none"> • Smaller groups • Peer Tutoring • Lesson outline and vocabulary • Reduction of assignments and performances. 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards 	<ul style="list-style-type: none"> • Real world scenarios • Student driven instruction • Problem based learning • Stations or Centers
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	<i>Core Ideas:</i>	Brainstorming can create new, innovative ideas.	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 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		
	<ul style="list-style-type: none"> • 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 		

	<ul style="list-style-type: none"> • Use technology to enhance productivity increase collaboration and communicate effectively • Work productively in teams while using cultural/global competence
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Marking Period	Unit Title	Recommended Instructional Days
3rd	Vocal Music - Form	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Vocal Music - Form: By the end of the Second Grade melody and vocal production unit, the students will learn that proper vocal production requires an understanding of basic anatomy, the physical properties of sound, breathing techniques, developmentally appropriate vocal production and placement. 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 students will perform will coordinate with the learning different pitches to complement the melody.	1.3.A.2.Cr - Creating <ul style="list-style-type: none"> • 1.3.A.2.Cr1a: - Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. • 1.3.A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. • 1.3.A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. • 1.3.A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. • 1.3.A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final 	

	<p>version of musical ideas to peers or informal audience.</p> <p>1.3.A.2.Pr - Performing</p> <ul style="list-style-type: none">• 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.• 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.• 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.• 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.• 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.• 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.• 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b:	
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	<p>Perform appropriately for the audience and purpose</p> <p>1.3.A.2.Re - Responding</p> <ul style="list-style-type: none">● 1.3.A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.● 1.3.A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.● 1.3.A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.● 1.3.A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. <p>1.3.A.2.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3.A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3.A.5.Cr2a, 1.3.A.5.Cr3b, 1.3.A.5.Pr4e, 1.3.A.5.Re7a)● 1.3.A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied	
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	<p>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)</p>	
Artistic Practice:	Performance Expectation/s:	
<p>Creating:</p> <p>Performing:</p> <p>Responding</p> <p>Connecting</p>	<ul style="list-style-type: none"> ● Students will be able to use patterns to create music. ● 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 perform AB, ABA, verse and refrain. ● Students will be able to hear and respond to various forms of music. ● Students will be able to identify musical vocabulary ● 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) 	<p>Activity Description:</p> <ul style="list-style-type: none"> ● 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 C4 – C5. ● Perform and identify the major scale - do, re, mi, fa, sol , lati, high do in proper head voice. ● 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 vary dynamic levels. ● Reflect/self critique acquired melodic skills and vocal production. ● Listen to and perform various examples of songs from different cultures, holidays, and historical periods.

Enduring Understanding/s:	Essential Question/s:	
<p>Creating:</p> <ul style="list-style-type: none"> • Musicians generate creative ideas from a variety of influential sources. • Musicians evaluate and refine their work through creativeness, new ideas and persistence. <p>Performing:</p> <ul style="list-style-type: none"> • 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. <p>Responding:</p> <ul style="list-style-type: none"> • 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 	<p>Creating:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Performing:</p> <ul style="list-style-type: none"> • 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 <p>Responding:</p> <ul style="list-style-type: none"> • 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? 	

<p>performance is informed by analysis, interpretation, and established criteria.</p> <p>Connecting:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • How do we judge the quality of musical work and performance? <p>Connecting:</p> <ul style="list-style-type: none"> • 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? 	
<p>Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/)</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/)</p>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> • 09.EE.Recognize that people are alike and different. • 10.EE.Begin to recognize that people have different points of view. • 11.EE.With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker) <p>Relationship Skills</p>	<p>Self Awareness:</p> <ul style="list-style-type: none"> • 01.EE.Recognize and name different types of positive and negative emotions • 03.EE.Identify one’s likes and dislikes • 03.EE.Identify challenges or situations where one may need help • 03.EE.Recognize things that make one feel good about who they are <p>Self Management:</p> <ul style="list-style-type: none"> • 06.EE.Identify simple steps needed to perform a 	

<ul style="list-style-type: none"> 13.EE.Utilize“active listening” skills. 	<p>routine,task or accomplish a goal.</p> <ul style="list-style-type: none"> 07.EE.With adult encouragement, make multiple attempts to meet a goal. 		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Music Class Participation Rubrics Oral/Verbal Responses to Teacher Questions/Instruction Group Projects / Discussions Self-Assessment/Student Reflection 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rough draft of projects Presentations Homework Self assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Written and /or Performance on Quiz and Test 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection Various classroom instruments 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials Develop and post routines 	<ul style="list-style-type: none"> Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content

	<ul style="list-style-type: none"> Change movement requirements to reduce activity time Solidify and refine concepts through repetition 		
Supplemental Resources			
Technology: <ul style="list-style-type: none"> www.boomcards.com www.youtube.com Audio recordings 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Singing Ranges of Notation Playing of Instruments Movement / Dance 	<ul style="list-style-type: none"> Smaller groups Peer Tutoring Lesson outline and vocabulary Reduction of assignments and performances. 	<ul style="list-style-type: none"> Flexible grouping Google Translate when needed Provide extra time Vocabulary Translation Cards 	<ul style="list-style-type: none"> Real world scenarios Student driven instruction Problem based learning Stations or Centers
NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	<i>Core Ideas:</i>	Brainstorming can create new, innovative ideas.	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> ● 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

Marking Period	Unit Title	Recommended Instructional Days
4th	Instruments	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Instruments: By the end of Second Grade, students will understand that music has structure and can be arranged in an array of different patterns.	1.3.A.2.Cr - Creating <ul style="list-style-type: none"> ● 1.3A.2.Cr1a: - Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. ● 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. ● 1.3A.2.Cr2b: Use iconic or standard notation and/or 	

	<p>recording technology to organize and document personal musical ideas.</p> <ul style="list-style-type: none">● 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.● 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience. <p>1.3.A.2.Pr - Performing</p> <ul style="list-style-type: none">● 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.● 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.● 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.● 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.● 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	
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	<ul style="list-style-type: none">● 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.● 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose <p>1.3.A.2.Re - Responding</p> <ul style="list-style-type: none">● 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.● 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.● 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.● 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. <p>1.3.A.2.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and	
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<p>creativity, new ideas and persistence.</p> <p>Performing:</p> <ul style="list-style-type: none">• 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. <p>Responding:</p> <ul style="list-style-type: none">• 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. <p>Connecting:</p> <ul style="list-style-type: none">• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.• Musicians connect their personal interests,	<p>Performing:</p> <ul style="list-style-type: none">• 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 <p>Responding:</p> <ul style="list-style-type: none">• 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? <p>Connecting:</p> <ul style="list-style-type: none">• How do musicians make meaningful connections to creating, performing, and responding?• How do the other arts, other disciplines, contexts, and daily	
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<p>experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>life inform creating, performing, and responding to music?</p>	
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<ul style="list-style-type: none"> • Music Class Participation Rubrics • Oral/Verbal Responses to Teacher Questions/Instruction • Group Projects / Discussions • Self-Assessment/Student Reflection 	<ul style="list-style-type: none"> • Rough draft of projects • Presentations • Homework • Self assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written and /or Performance on Quiz and Test 		
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<p>Supplemental Resources</p>			
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<ul style="list-style-type: none"> • www.youtube.com • Audio recordings • Visual Aide 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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	<ul style="list-style-type: none"> • Use technology to enhance productivity increase collaboration and communicate effectively • Work productively in teams while using cultural/global competence
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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 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>