

Curriculum	
Content Area: Music	
Unit Title: Creating Music - Artistic Process	Duration: 10 - 12 Days
Grade Level: 5	
Essential Questions <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? 	
Enduring Understandings <ul style="list-style-type: none"> • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Create rhythm using combinations of iconic or standard notation and is directly tied to the steady beat. • Identify rhythms based on the meter and style of a piece of music. • Understand a combination of pitches encompasses melody, harmony, and tonality. • Know that analyzing and revising musical creations leads to a more polished product. • Music is created with intention, and choices such as rhythm, pitch, and structure influence the meaning of the final product. 	
Focus Standards (Major Standards)	

1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.

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

New Jersey Student Learning Standards: Interdisciplinary Connections

W.5.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL1. 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.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

New Jersey Student Learning Standards: College and Career Readiness

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

- Recognize and demonstrate the difference between strong and weak beats.
- Recognize and demonstrate the difference between downbeat and upbeat.
- Create basic and complex rhythmic patterns using quarter notes, eighth notes, half notes, whole notes, dotted notes, sixteenth notes, quarter rests, and tied notes alone and in combination using their corresponding rhythm syllables
- Read and practice basic and complex rhythmic patterns using stick and/or standard notation.
- Compose basic and complex rhythmic patterns using stick and/or standard notation.

Recognize, identify, and use time signatures.

Recognize and use conducting patterns in duple and triple meter.

Sing alone and with others using a variety of pitches.

Recognize and differentiate between a variety of pitches.

Demonstrate knowledge of absolute pitch names.

Read, practice, and analyze simple melodic patterns.

Compose simple melodic patterns.

Improvise simple melodic patterns.

Sing and play instruments using pentatonic, major, minor, and/or other tonalities.

Improvise using pentatonic, major, minor, and/or other tonalities.

Explore how expressive elements including dynamics, tempo, and articulation create different musical experiences for the audience.

Refine musical products based on teacher and peer feedback.

Present musical products and explain personal musical choices.

Improvise, arrange, and/or compose a piece of music using various forms and/or structures.

Evidence of Student Learning

Formative Assessments

- Play and sing rhythmic and melodic ostinato as accompaniment
- Perform alone and with others while singing and/or playing instruments
- Explore pitch through increasingly complex singing games, playing melodic instruments, and composition
- Create melodic and rhythmic patterns in a variety of ways including vocal, instrumental, body percussion, and/or manipulatives
- Do Now
- Exit Ticket
- I believe ____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material

- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials and Resources

- Silver Burdett Music Series
- Silver Burdett Music Resource Book
- Let's Learn Music Book
- Rhythm cards

Curriculum

Content Area: Music

Unit Title: Performing - Artistic Process

Duration: 10 - 12 Days

Grade Level: 4**Essential Questions**

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?

Enduring Understandings

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Student Learning Targets (Objectives):

Students will be able to ...

- Identify musical concepts such as instrumentation, rhythm, pitch, etc. allows expression of informed opinions about musical works and performances.
- Understand how cultures from around the world use different musical building blocks to create music.
- Perform with expressive elements of music such as loud/soft, fast/slow and feelings/purpose is used to enhance the overall musical performance.
- Perform in the appropriate style of a song and with proper technique ensures a meaningful performance for the audience.

Focus Standards (Major Standards)

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.

New Jersey Student Learning Standards: Interdisciplinary Connections

W.5.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL1. 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.

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New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Compare and contrast music from a variety of styles, genres, cultures and time periods.

Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use, e.g. lullabies, patriotic songs, work songs, etc.

Break down music into small sections for easier reading and accuracy.

Practice basic rhythms and melodies.

Perform music from a variety of cultures in the appropriate style and manner of those cultures.

Use knowledge of cultural musical elements such as tonality, rhythm, and meter to give a musically accurate performance.

Recognize musical similarities and differences between cultures and understand how this reflects a culture's values.

Explore and perform traditional folk songs and dances.

Interpret how different expressive elements create excitement and variety in musical compositions.

Categorize instruments in various ways, including orchestral families and material components.

Analyze the differences between the various expressive elements of music in solo and group performance.

Demonstrate proper singing technique, breath support, tone quality, and posture.

Demonstrate different vocal qualities through singing, speaking, vocal inflection and exploration.

Perform music in the appropriate style for the piece and understand how this conveys meaning and mood to the audience.

Evidence of Student Learning

Formative Assessments

- Formal performances including, but not limited to, Whole School Meetings and holiday/cultural events
- Rehearsal for performances with individual classes and across grade levels
- Practice of melodic and rhythmic patterns through singing games, use of manipulatives, and playing of instruments
- Reading various literature about world cultures
- Performance on pitched and unpitched instruments to accompany songs
- Do Now
- Exit Ticket
- I believe _____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
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Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

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- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.

- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
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Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials and Resources

- Silver Burdett Music Series
- Silver Burdett Music Resource Book
- Let's Learn Music Book
- Rhythm cards

Curriculum

Content Area: Music

Unit Title: Responding - Artistic Process	Duration: 10 - 12 Days
Grade Level: 4	
Essential Questions <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performance(s)? • How do we discern the musical creators' and performers' expressive intent? 	
Enduring Understandings <ul style="list-style-type: none"> • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Analyze music compositions and performances. • Discuss opinions about various musical selections. • Evaluate how the elements of music used in a piece of music connect to its cultural and historical setting. • Explain how expressive qualities create personal responses to music performances and compositions. 	
Focus Standards (Major Standards)	

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

New Jersey Student Learning Standards: Interdisciplinary Connections

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SL.1. 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.

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9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Respond to music using appropriate musical vocabulary.

Describe distinguishing characteristics of music from many cultures, traditions, and historical periods.

Recognize structures and musical elements in songs from a variety of cultures/traditions/historical periods.

Cite musical or personal evidence to respectfully and intelligently explain opinions.

Recognize that the intent of the composer may or may not influence the feeling

Evidence of Student Learning

Formative Assessments

- Listen to music and participate in various activities to help depict personal meaning
- Compare and contrast performances of the same piece of music
- Do Now
- Exit Ticket
- I believe ____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
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Benchmark Assessments

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Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

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Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials and Resources

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Curriculum

Content Area: Music

Unit Title: Connecting- Artistic Process

Duration: 10 - 12 Days

Grade Level: 4

Essential Questions

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How does engaging in the arts help one identify their own thoughts, feelings and the perspectives of others?

Enduring Understandings

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

Student Learning Targets (Objectives):

Students will be able to...

- Connect personal experience and knowledge to understand others' perspectives.
- Describe how the performing arts' technical terms can support and/or contradict each other.
- Relate personal experience to the experiences of peers and explore how those similarities and differences relate to personal musical choices.

Focus Standards (Major Standards)

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Instructional Plan

Discover, explore, and explain how personal experience with music informs future musical decisions.

Correlate concepts from music with other subject areas to deepen personal understanding of key components and elements.

Explore connections between music and other disciplines in relation to historical, societal, and/or cultural events.

Explore music that connects thematically and/or socially to deepen personal awareness and understanding of others' experience.

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe ____ because _____
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