

**Glen Ridge Board of Education**  
**Music**  
**Grade Level- Grade 5**  
***Required***  
***Cycle***  
***New Jersey Student Learning Standards***

**Visual & Performing Arts Mission Statement:**

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive, and sequential program of study in the visual and performing arts. Arts education, as part of the core curriculum, ensures the development of intuition, imagination, expression, performance and critiquing skills, confidence, and self-esteem in students. An interdisciplinary approach to the Arts ensures every student experiences and understands the arts in relationship to history and culture. The Fine Arts contribute to the growth of students into lifelong learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences, and enriching their lives. An education in the visual arts serves to develop technical skill within students through the introduction and exposure to a wide and diverse selection of media, discussion of artists (both past and present), and the execution of a final and unique product. However, beyond the development of technical skill, through the vehicle of the visual arts there is a culmination of idea formation, visualization, communication, and self expression displayed by students. Students are allowed and encouraged to explore their imagination, personal voice, and creativity. The visual arts allow students to express a unique piece of themselves in physical form, a personal message so to speak. Students are empowered to create visual messages and express their ideas to their peers, communities, and the world around them. Furthermore, an education in the visual arts provides students with the grounding and skills to become effective members in the modern-day workforce and society. An education in the arts affords students the opportunity to find creative and innovative solutions to problems through the practice of visualization, personalization, critical thinking, communication, and sharing of ideas. The development of these skills will put students at a distinct advantage among their peers.

**Course Description:** Fifth grade general music provides students with a variety of musical experiences and activities. The course develops the following skills: singing, listening, reading and writing music, playing classroom instruments, and identifying musical time periods by information and sound. The course provides opportunities for growth in understanding the following musical elements: rhythm, melody, form, tempo, dynamics, timbre or tone color, harmony, and style. Skills that were introduced in prior years of general music are developed to a higher level. Students will create a full piece of written music.

<b>Name of Course: 5th Grade General Music</b>		
<b>Unit 1: Music Literacy</b>		
<b>Time Allotted (days of instruction): 40</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>● How do you read music?</li> <li>● How do you notate music?</li> <li>● What is music? How is music analyzed and understood?</li> <li>● How is sound organized to make music?</li> <li>● How does the structure of a musical piece create its order and clarity?</li> <li>● How is melody created?</li> <li>● Is there good harmony and bad harmony?</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Play Musical Twister</li> <li>● Play Musical Board games</li> <li>● Time test to practice speed.</li> <li>●</li> </ul>

<ul style="list-style-type: none"> <li>● What does harmony add to music?</li> <li>● How do musicians generate creative ideas?</li> <li>● Can you have rhythm without beat?</li> <li>● Why does each voice and instrument have its own timbre?</li> </ul>	<p>and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <ul style="list-style-type: none"> <li>● 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context</li> <li>● 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.</li> <li>● 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.</li> <li>● 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</li> <li>● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</li> <li>● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</li> <li>● 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</li> </ul> <p>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.</p>	
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	1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	
<b>Resources/Materials</b>		
<b>Interdisciplinary Connections</b>		
<b>21st Century Life and Careers</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>Technology Standards</b>	8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.	
<b>Diversity/Inclusion</b>	Include knowledge of other cultures music theory.	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Observation in following classroom directions and procedures.</li> <li>● Thumbs up/Thumbs Down</li> <li>● Student oral and written responses.</li> <li>● SCALES- 1-4 throughout lesson have them write where they think they are.</li> <li>● Exit slips</li> </ul>	<ul style="list-style-type: none"> <li>● SGO</li> <li>● Projects</li> <li>● Digital Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● End of concept quiz or test.</li> <li>● Composition</li> </ul>	<ul style="list-style-type: none"> <li>● Recording Song as it is sung instead of writing the song.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Alternate Responses</li> <li>● Advance Notes</li> <li>● Extended Time</li> <li>● Teacher Modeling</li> <li>● Simplified written and verbal instructions</li> <li>● Frequent breaks</li> <li>● eDictionaries</li> </ul>	<ul style="list-style-type: none"> <li>● model</li> <li>● assist with words, music, instrument</li> <li>● visuals</li> <li>● slower pace</li> <li>● helping buddies</li> </ul>	<ul style="list-style-type: none"> <li>● Explore real-world application</li> <li>● Tiered assignments</li> <li>● Utilize their strengths</li> </ul>

Name of Course: 5th Grade General Music

Unit 2: Music History

Time Allotted (days of instruction): 40

New Jersey Student Learning Standards (NJSLS)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How does music communicate?</li> <li>● In what ways have people used music to express their values and describe their experiences?</li> <li>● How do music and history influence each other?</li> <li>● How does culture affect music?</li> <li>● How does one musical style influence another?</li> <li>● Is music a universal language?</li> <li>● Does music express human experiences and values.</li> <li>● Does music expand understanding of the world, its people, and one's self?</li> <li>● Do history and culture influence music?</li> <li>● Why is music such an integral part of the human experience?</li> <li>● What inspires someone to create a piece of music?</li> <li>● Does a performance have to be public to be meaningful?</li> <li>● What criteria do we use to evaluate a performance?</li> <li>● What makes a significant and meaningful performance?</li> <li>● How does the style of music affect the behavior of the audience?</li> <li>● How is personal preference for music developed?</li> <li>● What determines a style of music?</li> <li>● Why should we respect music if we don't like the way it sounds?</li> <li>● Is there good and bad music?</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</li> <li>● 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).</li> <li>● 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and analyze music from other time periods</li> <li>● Compare and contrast music from other time periods to our music now.</li> <li>● Play instruments and create music appropriate to time periods.</li> <li>● Play musical games from other time periods.</li> <li>● Sing songs from other time periods.</li> <li>● Learn dances from other time periods.</li> </ul>

<ul style="list-style-type: none"> <li>• How does music elicit emotion?</li> <li>• How do musicians generate creative ideas?</li> </ul>		
<b>Resources/Materials</b>		
<b>Interdisciplinary Connections</b>		
<b>21st Century Life and Careers</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>Technology Standards</b>	8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.	
<b>Diversity/Inclusion</b>	Including composers that have in the past been removed from the normal curriculum promoting diversity for Race, Gender, Sexuality, and ability. Listening and making music of a variety of styles.	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Observation in following classroom directions and procedures.</li> <li>• Thumbs up/Thumbs Down</li> <li>• Student oral and written responses.</li> <li>• SCALES- 1-4 throughout lesson have them write where they think they are.</li> <li>• Exit slips</li> </ul>	<ul style="list-style-type: none"> <li>• SGO</li> <li>• Projects</li> <li>• Digital Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• End of concept quiz or test.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Performance</li> <li>• Singing Performance</li> <li>• Instrumental Performance</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Alternate Responses</li> <li>• Advance Notes</li> <li>• Extended Time</li> <li>• Teacher Modeling</li> <li>• Simplified written and verbal instructions</li> <li>• Frequent breaks</li> <li>• eDictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• model</li> <li>• assist with words, music, instrument</li> <li>• visuals</li> <li>• slower pace</li> <li>• helping buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Explore real-world application</li> <li>• Tiered assignments</li> <li>• Utilize their strengths</li> </ul>