



Visual & Performing Arts - Music Curriculum Grades 3-5

Visual & Performing Arts - Music Curriculum Committee	
Name	Position
Christine Moran	<i>Director of Curriculum & Instruction</i>
Kelly Dent	<i>General Music Teacher</i>
Brian Urban	<i>General Music Teacher</i>
Kara Cuadra	<i>Instrumental Music Teacher</i>

Introduction

The River Edge School District is committed to providing a rich and rigorous curriculum so that all students can achieve at the highest levels, while developing as responsible citizens, who respect individuality. Our curriculum is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts.

Our curriculum is aligned to the New Jersey Student Learning Standards. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The River Edge curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate college and career readiness standards. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

Born On Date: August 2021

Revised & Readopted Date: August 2024

Music Pacing Guide - Grades 3-5		
Unit 1: Foundations of Music	Unit 2: Music in Our World: Past and Present	Unit 3: Making Music Together
September - December	December - March	March - June
Anchor Standard 1: Generating and conceptualizing ideas Anchor Standard 2: Organizing and developing ideas Anchor Standard 3: Refining and completing products	Anchor Standard 4: Selecting, analyzing, and interpreting work Anchor Standard 7: Perceiving and analyzing products Anchor Standard 8: Interpreting intent and meaning Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products Anchor Standard 6: Conveying meaning through art Anchor Standard 9: Applying criteria to evaluate products Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

***Refer to objectives located in each Unit for specific grade level expectations.**

General Music: Grades 3-5

Anchor Standard 1	Generating and conceptualizing ideas.		
Enduring Understanding	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.		
Essential Question	How do musicians generate creative ideas?		
Practice	Imagine		
Performance Expectations			
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).			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Dotted Half Note Do Re Mi So La Piano Forte Pitches on the Staff	Single Eighth Note Single Eighth Note Rest Dotted Quarter Note Do Re Mi Fa So La Ti Do Mezzo Forte Mezzo Piano Largo Moderato Presto	Sixteenth Note Allegro Adagio Crescendo Decrescendo
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: Demonstrate rhythmic and melodic concepts through improvisation and composition of short patterns (i.e.rhythms, dynamics, solfege).	Students will be able to: Apply rhythmic and melodic concepts in improvisation and composition of musical phrases (i.e.rhythms, dynamics, layered ostinati).	Students will be able to: Synthesize rhythmic, melodic and harmonic concepts in improvisation and composition of musical phrases and longer forms (i.e.rhythms, dynamics, layered ostinati, simple harmony).

Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	Perform rhythmic and melodic concepts on the soprano recorder and classroom instruments	Compose and perform music that contains grade appropriate rhythm and solfege using classroom instruments	Perform, write and create grade-appropriate rhythm and melodic patterns, adding dynamics, form, and tempo markings where appropriate
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Musical Assessment (i.e. soprano recorder)	- Teacher Observation - Performance Assessment Rubric (i.e. instrumental or vocal skill) - Music Writing Assessment (i.e. rhythm, melodic compositions or dictation)	- Teacher Observation - Performance Assessment Rubric (i.e. instrumental or vocal skill) - Musical Writing Assessment (i.e. rhythm, melodic compositions)
Resources & Materials			
	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder Karate, Music Express Magazine, Music K-8, Conversational Solfege</i>	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8,</i>	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8,</i>

	<i>Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<i>Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami	<i>Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami
Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	<i>English Language Arts Speaking & Listening</i> • SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<i>English Language Arts Speaking & Listening</i> • SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas	<i>English Language Arts Speaking & Listening</i> • SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

	• B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • D. Explain their own ideas and understanding in light of the discussion. Dance • 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. • 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.	under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Dance • 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. • 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.	• B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Dance • 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. • 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u>		

	● 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2. Identify how you might like to earn an income. ● 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. Practices ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Engineering Design	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist,	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

		each better in some way than the others.	
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects ● Each student brings something different to the project ■ In-class music sharing ● Positive comments for classmates • <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups		

	● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grades 3-5

Anchor Standard 2	Organizing and developing ideas.
Enduring Understanding	Musicians' creative choices are influenced by their expertise, context and expressive intent.
Essential Question	How do musicians make creative decisions?
Practice	Plan, Make
Performance Expectations ● 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	

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Grades: 3-5

River Edge BOE Approved August 28, 2024

harmonic musical ideas.			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Dotted Half Note Do Re Mi So La Piano Forte Pitches on the Staff Improvise	Eighth Note Eighth Note Rest Dotted Note Do Re Mi Fa So La Ti Do Mezzo Forte Mezzo Piano Largo Moderato Presto Improvise	Sixteenth Note Allegro Adagio Crescendo Decrescendo Improvise Scale Harmony Chord
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: - Perform simple melodies from notation in the treble clef, from a varied repertoire chosen to reflect different genres, time periods or styles - Create short melodic and rhythmic patterns	Students will be able to: - Perform music from a varied repertoire chosen to reflect different genres, time periods or styles - Use rhythmic notation representing grade-level rhythm values	Students will be able to: - Explain reasons to support the creation of musical pieces - Use music notation representing grade-level rhythm values, melodic pitch and simple harmonic progressions (e.g. sixteenth notes, eighth notes, I and V, solfege)
Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	Create music using grade	Create music using grade	Create music using grade

	appropriate pitches and rhythms • Create music using grade appropriate dynamics and tempo.	appropriate pitches and rhythms • Create music using grade appropriate dynamics and tempo.	appropriate pitches and rhythms • Create music using grade appropriate dynamics and tempo.
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	• Teacher Observation • Musical Assessment (i.e. soprano recorder) • Playing/Singing Test	• Teacher Observation • Performance Assessment Rubric (i.e. instrumental or vocal skill) • Music Writing Assessment (i.e. rhythm, melodic compositions or dictation) • Playing/Singing Test	• Teacher Observation • Performance Assessment Rubric (i.e. instrumental or vocal skill) • Musical Writing Assessment (i.e. rhythm, melodic compositions) • Playing/Singing Test
Resources & Materials			
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	Digital Resources Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<i>Solomon</i>), Method Books (<i>Essential Elements for Band</i>, <i>Alfred's Drum Method</i>) Digital Resources Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.comGoogle Apps, Seesaw, Flipgrid, Musicplay online and Kami	<i>Alfred's Drum Method</i>) Digital Resources Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami
Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	Math • 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example: If a rectangle (i.e. the whole) is partitioned into 3 equal parts, each part is $1/3$. Two of those parts would be $2/3$. English Language Arts Speaking & Listening • SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	English Language Arts Speaking & Listening • SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and	English Language Arts Speaking & Listening • SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles.

	teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • D. Explain their own ideas and understanding in light of the discussion.	carry out assigned roles. • C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Dance • 1.1.5.Cr2a Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. • 1.1.5.Cr2b Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.	• C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Dance • 1.1.5.Cr2a Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. • 1.1.5.Cr2b Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.		

	● 9.2.5.CAP.2. Identify how you might like to earn an income. ● 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. <u>Practices</u> ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.			
Computer Science & Design Thinking				
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<table><tr><td>Engineering Design</td><td>Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.</td><td>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</td></tr></table>	Engineering Design	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	
Engineering Design	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.		

	Interaction of Technology and Humans	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.	8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
Social Emotional Learning Competencies	● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one’s learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects ● Each student brings something different to the project ■ In-class music sharing ● Positive comments for classmates ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts		

	○ Connections: ■ Class discussions ● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed
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Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grades 3-5	
Anchor Standard 3	Refining and completing products
Enduring Understanding	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question	How do musicians improve the quality of their creative work?		
Practice	Evaluate, Refine		
Performance Expectations 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: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Performance Audience Conductor Listen Feedback Practice/Rehearse	Performance Conductor Listen Feedback Practice/Rehearse	Performance Conductor Revise Feedback
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: - Provide and listen to feedback on musical performances - Perform musical selections alone and with others	Students will be able to: - Identify musical concepts in a selection and how to improve the performance - Perform musical selections alone and with others	Students will be able to: - Demonstrate rehearsal techniques in order to increase their musicality - Refine and perform a variety of musical selections alone and with others
Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	- Practice rehearsal techniques (i.e. how do you practice, what to practice) - Practice giving verbal and	- Practice rehearsal techniques (i.e. play/sing without stopping) - Practice giving verbal and	Practice rehearsal techniques (i.e. practice small sections, practice difficult sections)

	nonverbal feedback (i.e. exit ticket, direct questioning, and worksheets) for a musical selection.	nonverbal feedback (i.e. exit ticket, direct questioning, and worksheets) for a musical selection.	Practice giving feedback (self and others) for a musical selection
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Musical Assessment (i.e. student summary of practice techniques) - Playing/Singing Test	- Teacher Observation - Performance Assessment Rubric (i.e. instrumental or vocal skill) - Music Writing Assessment (i.e. rhythm, melodic compositions or dictation) - Playing/sing test	- Teacher Observation - Performance Assessment Rubric (i.e. instrumental or vocal skill) - Musical Writing Assessment (i.e. rhythm, melodic compositions) - Playing/sing test
Resources & Materials			
	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder Karate, Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV (Orff/Keetman)</i>	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim</i>	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band,</i>

	Digital Resources Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<i>Solomon</i>), Method Books (<i>Essential Elements for Band</i> , <i>Alfred's Drum Method</i>) Digital Resources Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.comGoogle Apps, Seesaw, Flipgrid, Musicplay online and Kami	<i>Alfred's Drum Method</i>) Digital Resources Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami
Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	English Language Arts Speaking & Listening ● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon norms for discussions (e.g.,	English Language Arts Speaking & Listening ● SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon	English Language Arts Speaking & Listening ● SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon rules for discussions and carry out

	gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● D. Explain their own ideas and understanding in light of the discussion.	rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. ● D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Dance ● 1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. ● 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.	assigned roles. ● C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	NJSLs Career Readiness, Life Literacies, and Key Skills		

	● 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2. Identify how you might like to earn an income. ● 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. <u>Practices</u> ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Engineering Design	Engineering design is a systematic and creative process of communicating and	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a

		collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects ● Each student brings something different to the project ■ In-class music sharing ● Positive comments for classmates • <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions		

	● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grades 3-5	
Anchor Standard 4	Selecting, analyzing, and interpreting work.
Enduring Understanding	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question	How do performers select repertoire?
Practice	Select, Analyze, Interpret

Performance Expectations

- 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).

Key Vocabulary

Grade 3	Grade 4	Grade 5
Dotted Half Note Do Re Mi So La Piano Forte Pitches on the Staff Improvise	Single Eighth Note Single Eighth Note Rest Dotted Quarter Note Do Re Mi Fa So La Ti Do Mezzo Forte Mezzo Piano Largo Moderato Presto Improvise	Sixteenth Note Allegro Adagio Crescendo Decrescendo Improvise Scale Harmony Chord

Student Learning Objectives

Grade 3	Grade 4	Grade 5
Students will be able to: • Identify the difficulty level of various pieces of music • Identify individual elements of music through listening and performance (i.e. pitch, rhythm, timbre) • Perform short music phrases and pieces notated in the	Students will be able to: • Show understanding of the context and history of a piece of music • Demonstrate elements of music through listening and performance (i.e. pitch, melody, rhythm, timbre, form) • Analyze and perform music	Students will be able to: • Perform and label music from a variety of genres • Demonstrate elements of music through listening and performance (i.e. pitch, melody, rhythm, form, harmony) • Read and perform music

Visual & Performing Arts - Music Curriculum

Grades: 3-5

River Edge BOE Approved August 28, 2024

	- treble clef - Experience music from different genres, time periods and forms (i.e. jazz, folk dances, play party singing games) - Show understanding of dynamics, articulation and tempo	- notated in the treble clef and/or rhythm notation - Explore the cultural or historical context of a piece of music - Apply knowledge of musical expression (i.e. dynamics, tempo)	- from notation (i.e. treble clef, ukulele tabs, rhythm notation) - Identify and perform music in varied styles (i.e. classical, jazz, world music) - Interpret the expressive elements in a piece of music (i.e. piano, forte, allegro, legato)
Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	- Respond to elements of music by sharing observations out loud, pointing to visuals, interacting with Smartboard, or with non-locomotor or locomotor movement - Verbally share musical preferences	- Respond to elements of music by sharing observations out loud, pointing to visuals, interacting with Smartboard, or with non-locomotor or locomotor movement - Verbally share musical preferences	- Respond to elements of music by sharing observations out loud, pointing to visuals, interacting with Smartboard, or with non-locomotor or locomotor movement - Verbally share musical preferences
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Musical Assessment (i.e. recorder playing, composing music) - Playing/Singing Test	- Teacher Observation - Performance Assessment Rubric (i.e. sing and playing various instruments) - Music Writing Assessment (i.e. rhythm, melodic compositions or dictation) - Playing/Singing Test	- Teacher Observation - Performance Assessment Rubric (i.e. instrumental or vocal skill) - Musical Writing Assessment (i.e. rhythm, melodic compositions) - Playing/Singing Test

Resources & Materials			
	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder Karate, Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Musicplay online, Photo Booth, Student Laptops	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Musicplay online, Photo Booth, Laptops, Website: EssentialInteractive.com	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Musicplay online, Student Laptops, Photo Booth, Website: EssentialInteractive.com
Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	<i>English Language Arts Speaking & Listening</i> • SL.PE.3.1. Engage effectively in a range of collaborative discussions	<i>English Language Arts Speaking & Listening</i> • SL.PE.4.1. Engage effectively in a range of collaborative discussions	<i>English Language Arts Speaking & Listening</i> • SL.PE.5.1. Engage effectively in a range of collaborative discussions

	(one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • D. Explain their own ideas and understanding in light of the discussion. <i>Comprehensive Health & Physical Education</i> • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance,	(one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <i>Comprehensive Health & Physical Education</i> • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g.,	(one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <i>Comprehensive Health & Physical Education</i> • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
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	flexibility, agility). ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Dance ● 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). ● 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. ● 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle,	coordination, balance, flexibility, agility). ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Dance ● 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). ● 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. ● 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow,	● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Dance ● 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). ● 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. ● 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)
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	tight/loose.)	sharp/smooth, strong/gentle, tight/loose.)	
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> ● 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2. Identify how you might like to earn an income. ● 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.		
	<u>Practices</u> ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and	8.1.5.DA.1: Collect, organize, and display

		presented to highlight relationships.	data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Engineering Design	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects • Each student brings something different to the project		

	■ In-class music sharing ● Positive comments for classmates ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grades 3-5

Anchor Standard 5	Developing and refining techniques and models or steps needed to create products.		
Enduring Understanding	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.		
Essential Question	How do musicians improve the quality of their performance?		
Practice	Rehearse, Evaluate, Refine		
Performance Expectations 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.			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Performance Listen Evaluate Practice/Rehearse Forte and Piano Presto and Largo	Performance Listen Evaluate Practice/Rehearse Mezzo Piano, Mezzo Forte Aggio, Allegro	Performance Listen Evaluate Practice/Rehearse Piano, forte, crescendo, diminuendo, decrescendo
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: - Read a performance rubric - Compare the concepts of rehearsal and performance	Students will be able to: - Show understanding of a performance rubric - Identify and practice challenging passages in a piece of music	Students will be able to: - Evaluate individual and group performances according to a rubric - Self-assess individual skill level and apply rehearsal techniques
Suggested Tasks & Activities			

	Grade 3	Grade 4	Grade 5
	- Practice rehearsal techniques (i.e. how do you practice) - Practice giving verbal and written feedback for a musical selection after playing - Read notation from written music to accurately perform a rhythmic or melodic pattern.	- Practice rehearsal techniques (i.e. play/sing without stopping) - Practice giving verbal and written feedback for a musical selection after playing - Read notation from written music to accurately perform a rhythmic or melodic pattern.	- Practice rehearsal techniques (i.e. practice small sections, practice difficult sections) - Practice giving feedback self and others) for a musical selection - Read notation from music to accurately perform a rhythmic or melodic pattern.
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Musical Assessment (i.e. recorder playing and singing) - Student summary of rehearsal techniques)	- Teacher Observation - Performance Rehearsal Assessment Rubric (i.e. sing and playing various instruments) - Playing/sing test	- Teacher Observation - Performance Rehearsal Assessment Rubric (i.e. instrumental or vocal skill) - Playing/sing test
Resources & Materials			
	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder</i>	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)

	<i>Karate, Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.com Google Apps, Seesaw, Flipgrid, Musicplay online and Kami	<u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami
Interdisciplinary Connections			
	Grade 3 <i>English Language Arts Speaking & Listening</i> ● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the	Grade 4 <i>English Language Arts Speaking & Listening</i> ● SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other	Grade 5 <i>English Language Arts Speaking & Listening</i> ● SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the

	topic to explore ideas under discussion. • B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • D. Explain their own ideas and understanding in light of the discussion.	information known about the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2. Identify how you might like to earn an income. • 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. • 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. • 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.4.5.Cl.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity		

	● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. Practices ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Engineering Design	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
	Engineering Design	Engineering design requirements include desired features and limitations that need to be considered.	8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.
Social Emotional Learning Competencies	● Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations		

- Connections:
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.)
 - Setting personal goals for music learning
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Breathing and stretching exercises
 - Counting down from 20 to 1, or 10 to 1
 - Listening and moving to calm, expressive music
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Peer teaching and sharing
 - Playing music content games
 - Collaborative group projects
 - Each student brings something different to the project
 - In-class music sharing
 - Positive comments for classmates
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Class discussions
 - Allowing other students to share thoughts, ideas, and opinions
 - Incentives for individual students and small groups
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:

	■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grades 3-5			
Anchor Standard 6	Conveying meaning through art		
Enduring Understanding	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.		
Essential Question	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		
Practice	Present		
Performance Expectations 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.			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5

	History Culture Multicultural Music Concert Etiquette	History Culture Multicultural Music Concert Etiquette	Multiculturalism Culture History Inclusion Multicultural Music Concert Etiquette
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: • Perform short music passages alone and in small groups • Show understanding of appropriate behavior when attending or performing in a concert	Students will be able to: • Perform solos and ensemble pieces, following expressive markings in the music • Demonstrate appropriate behavior when attending or performing in a concert	Students will be able to: • Demonstrate rhythmic and melodic accuracy while performing musical selections • Demonstrate appropriate behavior when attending or performing in a concert
Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	• Listen to music examples from a variety of cultures and time periods • Participate appropriately in movement and singing games • Concert Etiquette Discussion	• Perform and respond to music examples from a variety of cultures and time periods • Participate appropriately in movement and singing games • Concert Etiquette Discussion	• Perform singing games, folk dances, and musical selections from a variety of cultures and time periods • Demonstrate appropriate conduct while singing the national anthem • Demonstrate appropriate concert etiquette during a performance
Evidence of Learning			

(Assessment)	Grade 3	Grade 4	Grade 5
	• Teacher Observation • Non-verbal Assessment (i.e. self and class critiques) • Student Performance (i.e. seasonal repertoire).	• Teacher Observation • Oral Assessment (i.e. self and class critiques, concert etiquette summary) • Student Performance (i.e. seasonal, cultural repertoire).	• Teacher Observation • Oral Assessment (i.e. self and class critiques, concert etiquette summary) • Student Performance (i.e. seasonal, cultural repertoire, national anthem etiquette)
Resources & Materials	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder Karate, Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.comGoogle	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami

		Apps, Seesaw, Flipgrid, Musicplay online and Kami	
Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	<i>Comprehensive Health & Physical Education</i> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. <i>Dance</i> ● 1.1.5.Pr6b Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. ● 1.1.5.Pr6c Dance for and with others in formal and informal settings. Identify and	<i>Comprehensive Health & Physical Education</i> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. <i>Dance</i> ● 1.1.5.Pr6b Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.	<i>English Language Arts Speaking & Listening</i> ● SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● D. Review the key ideas expressed and draw conclusions in light of information and knowledge

	modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage). ● 1.1.5.Pr6d Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.		gained from the discussions. Dance ● 1.1.5.Pr6b Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5 <u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> ● 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2. Identify how you might like to earn an income. ● 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.Cl.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. <u>Practices</u>		

	• CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP6 Model integrity, ethical leadership and effective management. • CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Engineering Design	Engineering design requirements include desired features and limitations that need to be considered.	8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral,Written,Thumbs Up,Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music		

	● <u>Social Awareness:</u> ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects ● Each student brings something different to the project ■ In-class music sharing ● Positive comments for classmates ● <u>Relationship Skills:</u> refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● <u>Responsible Decision-Making:</u> refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed
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Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating

Visual & Performing Arts - Music Curriculum

Grades: 3-5

River Edge BOE Approved August 28, 2024

• Preferential Seating • Use of Cue Words • Use of Consistent Terminology • Use of iPad for Translation Between English and Another Language • Modified Workload	• Positive Reinforcement • Restated Directions • Preferential Seating • Link for Video About a Musical Topic • Modified Workload		• an instrument) • Engage in Higher-Level Questioning Related to Musical Elements • Perform More Complex Pieces of Music	• Modified Workload
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General Music: Grades 3-5			
Anchor Standard 7	Perceiving and analyzing products.		
Enduring Understanding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.		
Essential Question	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?		
Practice	Select, Analyze		
Performance Expectations	• 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).		
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	History Culture Seasons Forte and Piano Presto and Largo	History Culture Seasons Dynamics Tempo	Multiculturalism Culture History Inclusion Dynamics Tempo Minor, Major
Student Learning Objectives			

	Grade 3	Grade 4	Grade 5
	Students will be able to: • Perform instrumental and vocal music, singing games and creative movement activities chosen to reflect cultural and historical context • Experience music chosen to highlight the elements of music	Students will be able to: • Identify the context of a piece of music • Share responses to music with a cultural or historical context, citing one or more elements of music	Students will be able to: • Determine context of a piece of music, referring to the elements of music • Analyze how elements of music are applied in music chosen with a cultural or historical context
Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	• Play musical games • Perform historical and cultural music • Listening to cultural music	• Play musical games • Perform historical and cultural music • Listening to cultural music	• Play musical games • Perform historical and cultural music (i.e. patriotic songs, singing games from world cultures) • Listening to cultural music
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	• Teacher Observation • Student Performance (i.e. singing alone and with others in singing games).	• Teacher Observation • Oral Assessment (i.e. self and class critiques) • Student Performance (i.e. seasonal, cultural repertoire).	• Teacher Observation • Oral Assessment (i.e. self and class critiques) • Student Performance (i.e. seasonal, cultural repertoire,)
Resources & Materials			
	Grade 3	Grade 4	Grade 5

	Core Instructional Materials Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano Books & Magazines <i>Recorder Resource Bk. 1, Recorder Karate, Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> Digital Resources Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami		
	Core Instructional Materials Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) Books & Magazines <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> Digital Resources Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.comGoogle Apps, Seesaw, Flipgrid, Musicplay online and Kami		
Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	English Language Arts Speaking & Listening • SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse	English Language Arts Speaking & Listening • SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with	English Language Arts Speaking & Listening • SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

	partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • D. Explain their own ideas and understanding in light of the discussion. Reading • RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Comprehensive Health and Physical Education	diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Reading • RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. Comprehensive Health and Physical Education • 2.1.5.SSH.3: Demonstrate	partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Comprehensive Health and Physical Education • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Dance
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	● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	● 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance. ● 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> ● 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2. Identify how you might like to earn an income. ● 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. <u>Practices</u>		

Visual & Performing Arts - Music Curriculum

Grades: 3-5

River Edge BOE Approved August 28, 2024

	• CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP6 Model integrity, ethical leadership and effective management. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Ethics & Culture	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music		

	● <u>Social Awareness:</u> ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects ● Each student brings something different to the project ■ In-class music sharing ● Positive comments for classmates ● <u>Relationship Skills:</u> refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● <u>Responsible Decision-Making:</u> refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed
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Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating

Visual & Performing Arts - Music Curriculum

Grades: 3-5

River Edge BOE Approved August 28, 2024

• Preferential Seating • Use of Cue Words • Use of Consistent Terminology • Use of iPad for Translation Between English and Another Language • Modified Workload	• Positive Reinforcement • Restated Directions • Preferential Seating • Link for Video About a Musical Topic • Modified Workload		• an instrument) • Engage in Higher-Level Questioning Related to Musical Elements • Perform More Complex Pieces of Music	• Modified Workload
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General Music: Grades 3-5			
Anchor Standard 8	Interpreting intent and meaning.		
Enduring Understanding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.		
Essential Question	How do we discern the musical creators' and performers' expressive intent?		
Practice	Interpret		
Performance Expectations 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.			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Dynamics Tempo forte, piano presto, largo Solfege Pitch	Dynamics Tempo mezzo piano and mezzo forte presto, largo	Dynamics Crescendo decrescendo Tempo Pitch Rhythm
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: Perform songs and instrumental pieces chosen	Students will be able to: Identify the context of a piece of music	Students will be able to: Refer to the elements of music when identifying the

	to highlight music concepts		context of a piece of music
Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	- Listen to music in different tonalities - Experience music in different tempos	- Listen to music and play in different tonalities - Experience and differentiate music in different tempos and contrasting dynamics	- Listen to music, and perform short instrumental selections in different tonalities - Perform music in different tempos
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Non-verbal Assessment (i.e. self and class critiques) - Student Performance (i.e. singing alone and with others). - Playing Assessments	- Teacher Observation - Oral Assessment (i.e. self and class critiques) - Student Performance (i.e. seasonal, cultural repertoire). - Playing Assessments	- Teacher Observation - Oral Assessment (i.e. self and class critiques) - Student Performance (i.e. seasonal, cultural repertoire,) - Playing Assessments
Resources & Materials			
	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder Karate, Music Express Magazine,</i>	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u>	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u>

	<i>Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.com Google Apps, Seesaw, Flipgrid, Musicplay online and Kami	<i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami
Interdisciplinary Connections			
	Grade 3 <i>English Language Arts Speaking & Listening</i> ● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under	Grade 4 <i>English Language Arts Speaking & Listening</i> ● SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about	Grade 5 <i>English Language Arts Speaking & Listening</i> ● SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under

	discussion. • B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • D. Explain their own ideas and understanding in light of the discussion. Dance • 1.1.5.Re8a Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	the topic to explore ideas under discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Dance • 1.1.5.Re8a Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	discussion. • B. Follow agreed-upon rules for discussions and carry out assigned roles. • C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Dance • 1.1.5.Re8a Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2. Identify how you might like to earn an income. • 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations.		

	● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity ● 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. Practices ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.			
Computer Science & Design Thinking				
	<table><tr><th>Domain</th><th>Core Idea</th><th>Performance Expectation</th></tr></table>	Domain	Core Idea	Performance Expectation
	Domain	Core Idea	Performance Expectation	
	<table><tr><td>Data & Analysis</td><td>Data can be organized, displayed, and presented to highlight relationships.</td><td>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</td></tr></table>	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
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<table><tr><td>Engineering Design</td><td>Engineering design requirements include desired features and limitations that need to be considered.</td><td>8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).</td></tr></table>	Engineering Design	Engineering design requirements include desired features and limitations that need to be considered.	8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).	
Engineering Design	Engineering design requirements include desired features and limitations that need to be considered.	8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).		

	Interaction of Technology and Humans	Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects • Each student brings something different to the project ■ In-class music sharing • Positive comments for classmates • <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions		

	● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grades 3-5	
Anchor Standard 9	Applying criteria to evaluate products.
Enduring Understanding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria
Essential Question	How do we judge the quality of musical work(s) and performance(s)?
Practice	Evaluate

Performance Expectations 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.			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Performance Listen Evaluate Dynamics Tempo forte, piano presto, largo Solfege Pitch	Performance Listen Evaluate Dynamics Tempo mezzo piano and mezzo forte presto, largo	Performance Listen Evaluate Dynamics Crescendo Decrescendo Tempo Pitch Rhythm
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: Perform music containing expressive elements	Students will be able to: Distinguish between expressive elements in a piece of music	Students will be able to: Evaluate a piece of music for expressive elements
Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	Practice giving verbal feedback to show stylistic choices made by the composer	Use relevant vocabulary to identify expressive preferences in a piece of music.	Write a summary, or share ideas, about the stylistic choices made by the composer. (e.g. why did the composer use these dynamics?)

Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	• Teacher Observation • Non-verbal Assessment (i.e. self and class critiques) • Student Performance (i.e. singing alone and with others). • Playing assessments	• Teacher Observation • Oral Assessment (i.e. self and class critiques) • Student Performance (i.e. seasonal, cultural repertoire). • Playing Assessments	• Teacher Observation • Oral Assessment (i.e. self and class critiques) • Student Performance (i.e. seasonal, cultural repertoire,) • Playing Assessments
Resources & Materials			
	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder Karate, Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website:	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay

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Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	English Language Arts Speaking & Listening ● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the	English Language Arts Speaking & Listening ● SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	English Language Arts Speaking & Listening ● SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● D. Review the key ideas expressed and draw conclusions in light of

	- remarks of others. D. Explain their own ideas and understanding in light of the discussion.	D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	information and knowledge gained from the discussions. Dance 1.1.5.Re9a Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5 <u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2. Identify how you might like to earn an income. 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.		

	Practices • CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP6 Model integrity, ethical leadership and effective management. • CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Interaction of Technology and Humans	Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
Social Emotional Learning Competencies			
	• <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one’s learning (Oral,Written,Thumbs Up,Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music		

	● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects ● Each student brings something different to the project ■ In-class music sharing ● Positive comments for classmates ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed
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Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating

Visual & Performing Arts - Music Curriculum

Grades: 3-5

River Edge BOE Approved August 28, 2024

• Preferential Seating • Use of Cue Words • Use of Consistent Terminology • Use of iPad for Translation Between English and Another Language • Modified Workload	• Positive Reinforcement • Restated Directions • Preferential Seating • Link for Video About a Musical Topic • Modified Workload		- an instrument) • Engage in Higher-Level Questioning Related to Musical Elements • Perform More Complex Pieces of Music	• Modified Workload
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General Music: Grades 3-5			
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.		
Enduring Understanding	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		
Essential Question	How do musicians make meaningful connections to creating, performing, and responding?		
Practice	Interconnection		
Performance Expectations 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.			
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Performance Listen Evaluate	Performance Listen Evaluate	Performance Listen Evaluate
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: Experience music by different composers	Students will be able to: Apply personal knowledge, skills and interests when making musical choices	Students will be able to: Make connections between knowledge, skills and interests when creating, performing and responding to music

Suggested Tasks & Activities			
	Grade 3	Grade 4	Grade 5
	Explore excerpts of music from a variety of cultures, time periods and genres, through listening, movement and performance	Experience music from a variety of cultures, time periods and genres	Perform music from a variety of cultures, time periods and genres.
Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Non-verbal Assessment (i.e. self and class critiques) - Student Performance (i.e. singing alone and with others). - Playing assessments	- Teacher Observation - Oral Assessment (i.e. self and class critiques) - Student Performance (i.e. seasonal, cultural repertoire). - Playing Assessments	- Teacher Observation - Oral Assessment (i.e. self and class critiques) - Student Performance (i.e. seasonal, cultural repertoire,) - Playing Assessments
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Interdisciplinary Connections			
	Grade 3	Grade 4	Grade 5
	<i>English Language Arts Speaking & Listening</i> • SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<i>English Language Arts Speaking & Listening</i> • SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas	<i>English Language Arts Speaking & Listening</i> • SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

	● B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● D. Explain their own ideas and understanding in light of the discussion.	under discussion. ● B. Follow agreed-upon rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. ● D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	● B. Follow agreed-upon rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Dance ● 1.1.5.Cn10a Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. ● 1.1.5.Cn10b Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
Career Readiness, Life Literacies and Key Skills			
	Grades 3-5		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> ● 9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2. Identify how you might like to earn an income. ● 9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations.		

	● 9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5. Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. Practices ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Interaction of Technology and Humans	Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Social Emotional Learning Competencies	● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Listening and moving to calm, expressive music ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Peer teaching and sharing ■ Playing music content games ■ Collaborative group projects ● Each student brings something different to the project ■ In-class music sharing ● Positive comments for classmates ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ● Allowing other students to share thoughts, ideas, and opinions ■ Incentives for individual students and small groups ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and
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	responsible decisions ○ Connections: ■ Class rules and routines, including appropriate use and care of musical instruments ■ Maintaining attendance at rehearsals for extracurricular ensembles ■ Following directions ■ Asking questions when needed			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload	● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload	● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible	● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music	● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grades 3-5	
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Practice	Interconnection
Performance Expectations ● 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Key Vocabulary	

	Grade 3	Grade 4	Grade 5
	History Culture Multiculturalism	History Culture Multiculturalism	Multiculturalism Culture History Inclusion
Student Learning Objectives	Grade 3	Grade 4	Grade 5
	Students will be able to: Experience songs and musical pieces from various cultures, time periods and genres	Students will be able to: Identify connections between musical excerpts, songs or pieces and other content areas	Students will be able to: Articulate the connections between music and other content areas that are present in selected pieces of music
Suggested Tasks & Activities	Grade 3	Grade 4	Grade 5
	Sing a repertoire of songs, character education, holidays, and other interdisciplinary topics.	Sing a repertoire of songs, including character education, holidays, and other interdisciplinary topics	- Perform a repertoire of songs, singing games and musical pieces chosen for thematic content - After hearing a piece of music, share observations as to where the music is from, or when it was composed
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Non-verbal Assessment (i.e.	- Teacher Observation - Oral Assessment (i.e. self	- Teacher Observation - Oral Assessment (i.e. self

	self and class critiques) • Student Performance (i.e. playing alone and with others). • Playing assessments	and class critiques) • Student Performance (i.e. seasonal, cultural repertoire). • Playing Assessments	and class critiques) • Student Performance (i.e. seasonal, cultural repertoire,) • Playing Assessments
Resources & Materials			
	Grade 3	Grade 4	Grade 5
	<u>Core Instructional Materials</u> Soprano recorders, pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano <u>Books & Magazines</u> <i>Recorder Resource Bk.1, Recorder Karate, Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV (Orff/Keetman)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Student Laptops, Google Apps, Seesaw, Flipgrid, Musicplay online, and Kami	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk. 1, Music for Children Vol. I, II, IV (Orff/Keetman), D.R.U.M. (Jim Solomon), Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Laptops, Website: EssentialInteractive.comGoogle Apps, Seesaw, Flipgrid, Musicplay online and Kami	<u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.) <u>Books & Magazines</u> <i>Music Express Magazine, Music K-8, Conversational Solfege Bk.1, Music for Children Vol. I, II, IV, Method Books (Essential Elements for Band, Alfred's Drum Method)</i> <u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: EssentialInteractive.com, Google Apps, Seesaw, Flipgrid, Musicplay online and Kami
Interdisciplinary			

Connections	Grade 3	Grade 4	Grade 5
	English Language Arts Speaking & Listening ● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● D. Explain their own ideas and understanding in light of the discussion. Dance ● 1.1.5.Cn11a Observe and	English Language Arts Speaking & Listening ● SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. ● D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Dance	English Language Arts Speaking & Listening ● SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● B. Follow agreed-upon rules for discussions and carry out assigned roles. ● C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Dance ● 1.1.5.Cn11a Observe and describe how the movements of a dance in a specific genre

	describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	• 1.1.5.Cn11a Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.
Career Readiness, Life Literacies and Key Skills			
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	• CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP6 Model integrity, ethical leadership and effective management. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. • CLKSP9 Work productively in teams while using cultural/global competence.		
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	Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	Effects of Technology on the Natural World	The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.	8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, 1-2-3 Rating, etc.) ■ Setting personal goals for music learning • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections:		

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Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual Cues and Modeling	● Visual Cues and Modeling	● Preferential Seating ● Behavior Chart to	● Assign Role as Peer Leader	● Check for Understanding

• Partners • Small Groups • Positive Reinforcement • Restated Directions • Preferential Seating • Use of Cue Words • Use of Consistent Terminology • Use of iPad for Translation Between English and Another Language • Modified Workload	• Partners • Small Groups • Choice in Work Area • 1:1 Assistance When Noted in IEP • Positive Reinforcement • Restated Directions • Preferential Seating • Link for Video About a Musical Topic • Modified Workload	Increase Focus • Positive Verbal Feedback • Choice for Activities When Possible	• Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) • Engage in Higher-Level Questioning Related to Musical Elements • Perform More Complex Pieces of Music	• Extended Time • Use Short, Simple Directions • Give Time for Breaks • Preferential Seating • Modified Workload
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