

Music 3-5

Joseph C. Caruso

24 Weeks

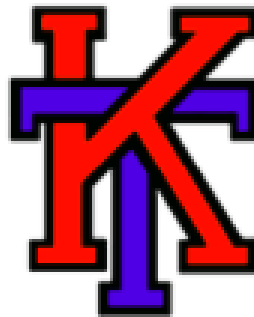


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And so on based on the number of Units.

Statement of Purpose

The elementary music class will provide the students with a comprehensive, standards-based music education. The study of music fosters artistic development, critical thinking, intellectual curiosity, and the pursuit for lifelong learning. Through performing and responding to music, the students will develop individual skills, realize a sense of belonging, and establish connections to the community.

Summary of the Course

Music education is a course dedicated to teaching and learning about music. Through this course, the students will develop an understanding as well as the ability to demonstrate the elements of music; i.e. rhythm, pitch, melody, harmony, form, dynamics, timbre, and tempo. The students will use the elements of music to develop a sense of music appreciation.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Pacing Guide

Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Blocks/Weeks	
1	3-6	Form/Composition
2	3-6	Rhythm
3	3-6	Melody
4	3-6	Instrument Families/Music Styles

(*Please try to keep to the format, however it can be revised based on subject/ grade level. For example, # of blocks can be used in place of target start date and end date).

Unit 1: Music Form/Composition

Summary of the Unit: This unit focuses on learning to read and write music in both the treble and bass clefs. By the end of 5th grade, the students will need to create melodies using rhythmic notation and have their musical composition in a form of music learned -- Rondo, Introduction, Interlude, Theme and Variations.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

<https://drive.google.com/drive/folders/1EEXTlbEKhOlacrNiE61u9-4OfqtfN3y>

Instructional Materials: Staff Paper, Music Notation software, Smartboard

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Reading Music Introduction	3-6 (Overlapping Days)	<p>3rd Grade</p> <p>Students will be able to demonstrate an understanding of reading/writing music in treble and bass clefs.</p> <p>Students will be able to demonstrate an understanding of the Rondo form.</p> <p>Students will be able to demonstrate an understanding of creating a musical piece.</p> <p>4th Grade</p> <p>Students will be able to identify interludes, introductions and codas in musical pieces.</p> <p>Students will be able to create a musical piece with an introduction, interludes and codas.</p>	<p>3rd Grade</p> <p>As a class, learn the terms for reading/writing music.</p> <p>As a class, discuss and listen to examples of rondo forms.</p> <p>Create their own written musical piece that they will perform for the class.</p> <p>4th Grade</p> <p>As a class, review previously learned types of musical form</p> <p>Listen to musical pieces and identify the interludes, introductions and codas.</p>	<p>1.3A.5.PR4B</p> <p>1.3A.5.PR4C</p> <p>1.3A.5.PR4D</p> <p>1.3A.5.PR5A</p> <p>1.3A.5.PR5B</p> <p>1.3A.5.PR6A</p> <p>1.3A.5.PR6B</p> <p>1.3A.5.RE7A</p> <p>1.3A.5.RE7B</p> <p>1.3A.5.RE8A</p> <p>1.3A.5.RE9A</p> <p>1.3A.5.CN11A</p>

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		<p>5th Grade</p> <p>Students will be able to identify themes and variations in music.</p> <p>Students will be able to create their own song in the treble/bass clef.</p>	<p>Create a musical piece with at least one of the musical form parts learned in their piece.</p> <p>5th Grade</p> <p>As a class, listen to and identify the themes and variations of musical pieces.</p> <p>Create a song using all parts of reading/writing music.</p>	
Rhythm	3-6 (Overlapping Days)	<p>Students will be able to create their own musical composition using musical notation learned.</p> <p>Students will be able to demonstrate an understanding of duple and triple meters by adding them to their composition.</p> <p>4th Grade</p> <p>Students will be able to create a rhythm for their song in simple and complex meters.</p> <p>5th Grade</p> <p>Students will be able to create rhythm for their composition.</p>	<p>3rd Grade</p> <p>As a class, review previously learned rhythms.</p> <p>Using the knowledge of the rhythm notations create their melody on the treble and bass clef staves to be performed for the class.</p> <p>Choose either duple or triple meter to complete their composition.</p> <p>4th Grade</p> <p>As a class, review all rhythmic notation learned.</p> <p>Create a melody on treble or bass clef in simple or complex meters.</p> <p>5th Grade</p> <p>As a class, review all rhythmic notation learned.</p> <p>Create a rhythm pattern to make the lyrics of their song.</p>	<p>1.3A.5.CR1A</p> <p>1.3A.5.CR2A</p> <p>1.3A.5.CR2B</p> <p>1.3A.5.CR3A</p> <p>1.3A.5.CR3B</p> <p>1.3A.5.PR4B</p> <p>1.3A.5.PR4C</p> <p>1.3A.5.PR4D</p> <p>1.3A.5.PR5A</p> <p>1.3A.5.PR5B</p> <p>1.3A.5.PR6A</p> <p>1.3A.5.PR6B</p> <p>1.3A.5.CN10A</p> <p>1.3A.5.CN11A</p>
Singing	3-6 (Overlapping Days)	<p>3rd Grade</p> <p>Students will be able to demonstrate an understanding of musical composition by singing their compositions.</p> <p>4th Grade</p>	<p>3rd Grade</p> <p>Students will perform their musical composition by singing it for the class using words or solfege.</p> <p>4th Grade</p>	<p>1.3A.5.CR1A</p> <p>1.3A.5.CR2A</p> <p>1.3A.5.CR2B</p> <p>1.3A.5.CR3A</p> <p>1.3A.5.CR3B</p> <p>1.3A.5.PR4B</p> <p>1.3A.5.PR4C</p> <p>1.3A.5.PR4D</p>

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		<p>Students will be able to identify and perform songs for their composition with words or solfege.</p> <p>5th Grade Students will be able to identify and perform their compositions by singing.</p>	<p>Create words to and label the solfege for their composition.</p> <p>5th Grade As a class, review the solfege learned Perform their music composition by singing their lyrics.</p>	<p>1.3A.5.PR5A 1.3A.5.PR5B 1.3A.5.PR6A 1.3A.5.CN10A</p>
Instruments	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to demonstrate an understanding of musical composition by playing their compositions on recorders.</p> <p>4th Grade Students will be able to demonstrate an understanding of musical composition by playing their compositions on recorders, keyboards, and drums.</p> <p>5th Grade Students will be able to demonstrate an understanding of musical composition by performing on various instruments.</p>	<p>3rd Grade Create/Perform a musical composition for the recorder.</p> <p>4th Grade Create compositions for the different instruments learning this year -- recorders, drums, and keyboards. .</p> <p>5th Grade Create compositions for the different instruments learned this year -- keyboards, and ukulele</p>	<p>1.3A.5.CR1A 1.3A.5.CR2A 1.3A.5.CR2B 1.3A.5.CR3A 1.3A.4.CR3B 1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.PR5A 1.3A.5.PR5B 1.3A.5.PR6A 1.3A.5.PR6B 1.3A.5.RE8A 1.3A.5.RE9A 1.3A.5.RE.10A</p>

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

3rd Grade Modifications

Students will be able to choose their movements to demonstrate age appropriate types of musical form.

Students will be able to choose the songs they sing/play to demonstrate age appropriate types of musical form.

Students will be able to choose how to change their voices to demonstrate age appropriate types of musical form.

Students will be able to create their compositions to meet their own needs while playing instruments.

4th Grade Modifications

Students will be able to choose their movements to demonstrate age appropriate types of musical form.

Students will be able to choose the songs they sing/play to demonstrate age appropriate types of musical form.

Students will be able to choose how to change their voices to demonstrate age appropriate types of musical form.

Students will be able to create their compositions to meet their own needs while playing instruments.

5th Grade Modifications

Students will be able to choose their movements to demonstrate age appropriate types of musical form.

Students will be able to choose the songs they sing/play to demonstrate age appropriate types of musical form.

Students will be able to choose how to change their voices to demonstrate age appropriate types of musical form.

Students will create their own movements for changing different parts of musical form.

Students will be able to create their compositions to meet their own needs while playing instruments.

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

https://www.musictechteacher.com/music_quizzes/music_quizzes.htm

<https://klsriley.com/for-students/online-music-games/>

<https://www.crazygames.com/t/music>

<https://musicplayonline.com/games/>

8.2.5.ITH.4, 8.1.5.IC.1

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1

9.2.5.CAP.1

9.2.5.CAP.2

9.2.5.CAP.3

9.4.5.CT.4

9.4.5.DC.1

9.4.5.DC.4

English Language Arts Speaking and Listening

SL.3.1A

SL.3.1B

SL.3.1C

SL.3.1D

SL.3.3

SL.4.1A

SL.4.1B

SL.4.1C

SL.4.1D

SL.5.1A

SL.5.1B

SL.5.1C

SL.5.1D

Unit 2: Rhythm

Summary of the Unit: This unit focuses on the rhythmic notations learned. By the end of 5th grade, students will be able to identify and perform various levels of rhythmic notation as well as simple and complex meters.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

https://drive.google.com/drive/folders/1tRdKPOVa-b3hLEPA1OJDys8saS_oThHS

Instructional Materials: Metronome, smartboard, manipulatives for rhythmic notation.

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Rhythm Introductions	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to identify and perform rhythmic notation. Students will be able demonstrate an understanding of duple and triple meters.</p> <p>4th Grade Students will be able to identify and perform rhythmic notation. Students will be able to demonstrate an understanding of simple and complex meters.</p> <p>5th Grade Students will be able to identify and perform rhythmic notation.</p>	<p>3rd Grade As a class, review previously learned rhythmic notation. As a class, discuss and perform the dotted half note and the whole note/rest. Identify how many beats are in 2/4 and 3/4 time signatures.</p> <p>4th Grade As a class, discuss and practice the sixteenth notes, eighth rests, and dotted quarter notes in simple or complex meters.</p> <p>5th Grade</p>	<p>1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.CN11A</p>

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		Students will be able to demonstrate an understanding of simple and complex meters.	As a class, discuss and practice the sixteenth notes combinations, and sixteenth note synopations.	
Instruments	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to identify and perform various instrument patterns using rhythms learned while playing classroom instruments.</p> <p>4th Grade Students will be able to identify and perform various rhythm patterns using the rhythm learned this year on various instruments.</p> <p>5th Grade Students will be able to identify and perform various rhythm patterns in simple and complex meters.</p>	<p>3rd Grade Perform on the recorder rhythmic notation learned this year.</p> <p>4th Grade Create and perform rhythmic patterns on the different instruments -- recorders, drums, keyboards.</p> <p>5th Grade Create and perform rhythmic patterns on the different instruments using rhythmic patterns learned this year.</p>	<p>1.3A.5.CR1A 1.3A.5.CR2A 1.3A.5.CR2B 1.3A.5.CR3A 1.3A.5.CR3B 1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.PR5A 1.3A.5.PR5B 1.3A.5.PR6A 1.3A.5.PR6B 1.3A.5.RE8A 1.3A.5.RE9A 1.3A.5.CN10A 1.3A.5.CN11A</p>
Singing	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to sing rhythmic patterns as an ensemble.</p> <p>4th Grade Students will be able to sing rhythmic patterns as an ensemble in simple or complex meters</p> <p>5th Grade Students will be able to sing rhythmic patterns in an ensemble in simple or complex meters.</p>	<p>3rd Grade Sing age appropriate songs using rhythmic notation learned this year.</p> <p>4th Grade Sing age appropriate songs using rhythmic notations learned this year.</p> <p>5th Grade Sing age appropriate songs using rhythmic notations learned this year.</p>	<p>1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.PR6B 1.3A.5.RE8A 1.3A.5.RE9A 1.3A.5.CN10A</p>
Composers	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to demonstrate an understanding of rhythm through movement.</p> <p>4th Grade</p>	<p>3rd Grade As a class, learn about Aaron Copland Show movement to his music "Hoedown"</p> <p>4th Grade As a class, learn about Mozart</p>	<p>1.3A.5.PR4A 1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.PR4E 1.3A.5.PR6B 1.3A.5.RE7A</p>

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		<p>Students will be able to demonstrate an understanding of rhythm and simple/complex rhythms through movement.</p> <p>5th Grade Students will demonstrate an understanding of rhythm and simple/complex rhythms through movement.</p>	<p>Show movement to his music "Eine Kleine Nachtmusik:"</p> <p>5th Grade As a class, learn about Scott Joplin Show movement to "The Entertainer"</p>	<p>1.3A.5.RE7B 1.3A.5.RE8A 1.3A.5.RE9A 1.3A.5.CN10A 1.3A.5.CN11A</p>
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

3rd Grade Modifications:

Students can choose rhythmic patterns appropriate for them.

Students can work with partners if needed as they create, practice and perform their rhythmic patterns.

Rhythmic notation is color coded if needed.

Students can choose instruments for their own rhythmic patterns. More advanced rhythmic patterns need more advanced instrument choices.

4th Grade Modifications:

Students can choose rhythmic patterns appropriate for them.

Students can work with partners if needed as they create, practice and perform their rhythmic patterns.

Rhythmic notation is color coded if needed.

Students can choose instruments for their own rhythmic patterns. More advanced rhythmic patterns need more advanced instrument choices.

5th Grade Modifications:

Students can choose rhythmic patterns appropriate for them.

Students can work with partners if needed as they create, practice and perform their rhythmic patterns.

Rhythmic notation is color coded if needed.

Students can choose instruments for their own rhythmic patterns. More advanced rhythmic patterns need more advanced instrument choices.

Students can choose different movements to demonstrate the rhythmic patterns.

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

https://www.musictechteacher.com/music_quizzes/music_quizzes.htm

<https://klsriley.com/for-students/online-music-games/>

<https://www.crazygames.com/t/music>

<https://musicplayonline.com/games/>

<https://bemuse.ninja/>

<https://rhythm-plus.com/>

<https://yaksgames.com/tags/rhythm-games>

8.2.5.ITH.4, 8.1.5.IC.1

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

NJSA 18A 52.16A-88

NJSA 18A:35-28

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1

9.2.5.CAP.1

9.2.5.CAP.2

9.2.5.CAP.3

9.4.5.CT.4

9.4.5.DC.1

9.4.5.DC.4

English Language Arts Speaking and Listening

SL.3.1A

SL.3.1B

SL.3.1C

SL.3.1D

SL.3.3

SL.4.1A

SL.4.1B

SL.4.1C

SL.4.1D

SL.5.1A

SL.5.1B

SL.5.1C

SL.5.1D

Unit 3: Melody

Summary of the Unit: This unit focuses on proper singing techniques and melody lines. . Students will learn how to breathe properly to get the best tone out of their singing. They will learn solfege and sing melodies using solfege. The students will learn to sing as an individual as well as in an ensemble.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

<https://drive.google.com/drive/folders/1yHQPoSKAeW5G-x22yhzBDIyQpTUKpFP5>

Instructional Materials: Recording of age/range appropriate music, smartboard, songs in solfege.

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Melody Introduction	3-6 (Overlapping Days)	<p>3rd Grade</p> <p>Students will be able to demonstrate an understanding of singing and a melody line.</p> <p>Students will be able to demonstrate an understanding of melody by performing a simple ostinato as accompaniment.</p> <p>4th Grade</p> <p>Students will be able to demonstrate an understanding of singing and a melody line.</p> <p>Students will be able to demonstrate an understanding of singing the major scale.</p>	<p>3rd Grade</p> <p>As a class, discuss the pentatonic scale and the pitch names on the treble clef.</p> <p>Perform simple ostinatos as accompaniment.</p> <p>4th Grade</p> <p>Sing age appropriate songs with a major scale.</p> <p>As a class, discuss the major scale and how to sing it with/without solfege.</p>	<p>1.3A.5.PR4A</p> <p>1.3A.5.PR4B</p> <p>1.3A.5.PR4C</p> <p>1.3A.5.PR4D</p> <p>1.3A.5.PR4E</p> <p>1.3A.5.PR5A</p> <p>1.3A.5.PR5B</p> <p>1.3A.5.PR6B</p> <p>1.3A.5.CN10A</p> <p>1.3A.5.CN11A</p>

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		<p>5th Grade</p> <p>Students will be able to demonstrate an understanding of singing in major and minor keys.</p> <p>Students will be able to demonstrate an understanding of melody by adding harmony.</p>	<p>5th Grade</p> <p>Sing age appropriate songs in major and minor scales.</p> <p>As a class, discuss harmony and how to use it effectively.</p>	
Solfege	3-6 (Overlapping Days)	<p>3rd Grade</p> <p>Students will be able to demonstrate an understanding of melody by solfege.</p> <p>4th Grade</p> <p>Students will be able to demonstrate an understanding of melody by using solfege.</p> <p>5th Grade</p> <p>Students will be able to demonstrate an understanding of melody by using solfege in their songs.</p>	<p>3rd Grade</p> <p>As a class, review the pentatonic solfege scale previously learned.</p> <p>Sing songs by adding solfege -- low la and low sol.</p> <p>4th Grade</p> <p>As a class, review previously learned solfege and add fa and ti completing the major scale.</p> <p>As a class, sing songs using the solfege learned.</p> <p>5th Grade</p> <p>As a class, practice singing solfege in a major scale.</p> <p>Introduce changing from major to minor by changing the pitches.</p> <p>Mi-Me, La-Le, and Ti-Te.</p>	<p>1.3A.5.PR4B</p> <p>1.3A.5.PR4C</p> <p>1.3A.5.PR4d</p> <p>1.3A.5.PR5B</p> <p>1.3A.5.PR6A</p> <p>1.3A.5.PR6B</p> <p>1.3A.5.CN10A</p>
Instruments	3-6 (Overlapping Days)	<p>3rd Grade</p> <p>Students will be able to demonstrate an understanding of melody through playing the recorder.</p> <p>4th Grade</p> <p>Students will be able to demonstrate an understanding of melody through playing the recorders and keyboards.</p> <p>5th Grade</p>	<p>3rd Grade</p> <p>Practice playing the recorder learning the notes BAG.</p> <p>4th Grade</p> <p>Practice playing the recorder reviewing BAG and adding high CD (left hand) and low ED (right hand).</p> <p>Practice playing the keyboard by learning to play with both hands.</p> <p>5th Grade</p>	<p>1.3A.5.CR1A</p> <p>1.3A.5.CR2A</p> <p>1.3A.5.CR2B</p> <p>1.3A.5.CR3A</p> <p>1.3A.5.CR3B</p> <p>1.3A.5.PR4B</p> <p>1.3A.5.PR4C</p> <p>1.3A.5.PR4D</p> <p>1.3A.5.PR5A</p> <p>1.3A.5.PR5B</p> <p>1.3A.5.PR6A</p> <p>1.3A.5.PR6B</p> <p>1.3A.5.RE8A</p> <p>1.3A.5.RE9A</p>

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		Students will be able to demonstrate an understanding of melody through playing the keyboard and ukulele.	Practice playing the keyboard using both hands while focusing on the melody. Learn to play melody and harmony parts on the ukulele.	1.3A.5.CN10A
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

3rd Grade Modifications

Students can choose the vocal patterns they are creating/performing

Students can choose to work alone or with partners while creating/performing vocal patterns.

Students will choose the melodies they are going to play based on ability.

Students will create a melody to perform on instruments.

4th Grade Modifications

Students can choose the vocal patterns they are creating/performing

Students can choose to work alone or with partners while creating/performing vocal patterns.

Students will choose the melodies they are going to play based on ability.

Students will create a melody using solfege based on ability.

Students will create a melody to perform on instruments of their choosing.

5th Grade Modifications

Students can choose the vocal patterns they are creating/performing

Students can choose to work alone or with partners while creating/performing vocal patterns.

Students will choose the melodies they are going to play based on ability.

Students will create a melody using solfege based on ability.

Students will create a melody to perform on instruments of their choosing.

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

https://www.musictechteacher.com/music_quizzes/music_quizzes.htm

<https://klsriley.com/for-students/online-music-games/>

<https://www.crazygames.com/t/music>

<https://musicplayonline.com/games/>

<https://www.digitalmelody.eu/games>

8.2.5.ITH.4, 8.1.5.IC.1

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

NJSA 18A 52.16A-88

NJSA 18A:35-28

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1

9.2.5.CAP.1

9.2.5.CAP.2

9.2.5.CAP.3

9.4.5.CT.4
9.4.5.DC.1
9.4.5.DC.4

English Language Arts Speaking and Listening

SL.3.1A
SL.3.1B
SL.3.1C
SL.3.1D
SL.3.3
SL.4.1A
SL.4.1B
SL.4.1C
SL.4.1D
SL.5.1A
SL.5.1B
SL.5.1C
SL.5.1D

Unit 4: Instrument Families/Musical Styles

Summary of the Unit: This unit focuses the students' attention to different genres of music. The students will learn about various composers, the struggles they faced with creating music, and the instruments from the different styles.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

<https://drive.google.com/drive/folders/177eINR33GclQmHeRtelPpMLKASWa3ozw>

Instructional Materials: Music from the different styles, important pictures of the composers/location of each style etc, smartboard,

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Musical Styles Introduction	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to demonstrate an understanding of music styles while learning about the instrument families.</p> <p>4th Grade Students will be able to demonstrate an understanding of the musical style Jazz. Students will be able to make personal connections with the history of Jazz.</p> <p>5th Grade</p>	<p>3rd Grade As a class listen to and identify the different instruments families and the instruments in the families Discuss the use of different instruments for various music styles.</p> <p>4th Grade As a class, discuss where Jazz came from and why the history of jazz is so important. As a class, discuss the important terms needed to understand and fully appreciate jazz.</p> <p>5th Grade</p>	<p>1.3A.5.PR4A 1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.PR4E 1.3A.5.PR5A 1.3A.5.PR6B 1.3A.5.RE7A 1.3A.5.RE7B 1.3A.5.RE8A 1.3A.5.RE9A 1.3A.5.CN.10A 1.3A.5.CN11A</p>

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		Students will be able to demonstrate an understanding of various musical styles and how they came to be. Students will make personal connection with various musical styles	As a class, we will discuss various musical styles and the people credited with starting each style. Complete a research project on a musical style to make a connection with it.	
Composers	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to develop an understanding of musical styles by learning about the composers of various instrumental pieces.</p> <p>4th Grade Students will be able to develop an understanding of jazz by learning about the composers of Jazz.</p> <p>5th Grade Students will be able to develop an understanding of various musical styles by learning about the composers who are credited with starting the styles.</p>	<p>3rd Grade As a class, learn about various composers of the classical era to hear different musical compositions for each of the instrument families. Follow along with listening maps for various songs from composers of the classical period.</p> <p>4th Grade As a class, discuss some of the composers from the jazz era. Make comparisons to different parts of their lives and the students' lives to make personal connections.</p> <p>5th Grade As a class, discuss and listen to music by people who started different musical styles. Make connections with the composers by researching a style and the people in that style of the student's choice.</p>	<p>1.3A.5.PR4A 1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.PR4E 1.3A.5.PR5A 1.3A.5.PR6B 1.3A.5.RE7A 1.3A.5.RE7B 1.3A.5.RE8A 1.3A.5.RE9A 1.3A.5.CN.10A 1.3A.5.CN11A</p>
Instruments	3-6 (Overlapping Days)	<p>3rd Grade Students will be able to demonstrate an understanding of musical styles by understanding the instruments of the style.</p> <p>4th Grade Students will be able to demonstrate an understanding of musical styles by</p>	<p>3rd Grade As a class, discuss the importance of the instruments of the classical era. Students will group the instruments into families and musical styles based on the characteristics of the instruments.</p> <p>4th Grade</p>	<p>1.3A.5.PR4A 1.3A.5.PR4B 1.3A.5.PR4C 1.3A.5.PR4D 1.3A.5.PR4E 1.3A.5.PR5A 1.3A.5.PR6B 1.3A.5.RE7A 1.3A.5.RE7B 1.3A.5.RE8A 1.3A.5.RE9A</p>

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		<p>understanding the way the instruments are played in jazz.</p> <p>5th Grade Students will be able to demonstrate an understanding of various musical styles by comparing the instruments of each style.</p>	<p>As a class, discuss how the instruments change from one style compared to jazz. Determine which instruments are in jazz and which ones don't really work in jazz.</p> <p>5th Grade As a class, discuss the various instruments that help make each musical style unique. Research a musical style and the instruments that help make the style unique.</p>	<p>1.3A.5.CN.10A 1.3A.5.CN11A</p>
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

3rd Grade Modifications

Students will choose the musical styles/composers to explore.

Students will be able to decide if they work individually or with a partner.

Facts about musical styles/composers will be separated into smaller chunks.

Facts about musical styles/composers will be color coded.

4th Grade Modifications

Students will choose the musical styles/composers to explore.

Students will be able to decide if they work individually or with a partner.

Facts about musical styles/composers will be separated into smaller chunks.

Facts about musical styles/composers will be color coded.

Students will choose an aspect of the musical style to focus their learning

5th Grade Modifications

Students will choose the musical styles/composers to explore.

Students will be able to decide if they work individually or with a partner.

Facts about musical styles/composers will be separated into smaller chunks.
Facts about musical styles/composers will be color coded.
Students will be able to choose an aspect of the musical style to focus their learning.

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

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<https://musicplayonline.com/games/>

<https://musicmap.info/>

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SL.5.1B

SL.5.1C

SL.5.1D