Willingboro Public Schools
Grades 3-5 Music

Revised April 2025
Supervisor: Michelle Anne Spring

Course Sequence/Table of Contents:

Click here for the Grades 3-5 Music Pacing Guide.

Overview	Content Standards	Unit Focus
Unit 1 Beat and Rhythm	1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.	- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - Musicians' creative choices are influenced by their expertise, context, and expressive intent. - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Overview	Content Standards	Unit Focus
	● 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. ● 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. ● 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. ● 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Unit 1: *Suggested Open Educational Resources*	● [Music in South Africa](#)- ReadWorks **(Amistad)** ● [The Musical Style of Carlos Santana](#) **(Diversity, Equity and Inclusion)** ● [Michael Jackson Earth Song](#) **(Climate Change)** ● [Teaching Climate: Music](#) **(Climate Change)** ● [Rhythm Experiment](#) ● [Rhythm Song](#) **(Amistad)** ● [Beat Making Sound](#) **(Amistad)** ● [Jewish Influence on Jazz](#) **(Holocaust)** ● [The Young People's Chorus of New York City](#) **(Diversity, Equity and Inclusion)**	
Unit 2 **Vocalization, Melody, and Pitch**	● 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	● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes, Response to music is informed by analyzing context and how the creator(s) manipulate the elements of music. ● The personal evaluation of musical works(s) and

Overview	Content Standards	Unit Focus
	use of the elements of music, and context (i.e., social, cultural, historical). ● 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. ● 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. ● 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. ● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	performance(s) is informed by analysis, interpretation, and established criteria. ● Through their use of elements and structure of music, creators and performers.
Suggested Open Educational Resources	● [FM Symphony Orchestra Young People's Concert](#) **(Diversity, Equity and Inclusion)** ● [Pitch: Making Guitars](#) **(Diversity, Equity and Inclusion)** ● [Hana's Japanese Drums](#) **(Diversity, Equity and Inclusion)** ● [Stradivarius of Steel](#) **(Amistad)** ● [DIY Djembe Drum Rhythms](#) **(Diversity, Equity and Inclusion)** ● [Teaching Solfege](#) ● [The Four Voices](#) ● [The Young People's Chorus of New York City](#) **(Diversity, Equity and Inclusion)** ● [Choral Performance: Beauty of Jasmine](#) **(Diversity, Equity and Inclusion)**	

Overview	Content Standards	Unit Focus
Unit 3 **Listening and Performing**	• 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). • 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. • 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.	• How do musicians improve the quality of their performance? • How do performers select repertoire? • When is a performance judged ready to present? How do contect and the manner in which musical work is presented influence audience response?
Unit 3:	• Music in South Africa- ReadWorks **(Amistad)** • The Musical Style of Carlos Santana **(Diversity, Equity and Inclusion)** • Michael Jackson Earth Song **(Climate Change)** • Teaching Climate: Music **(Climate Change)**	

Overview	Content Standards	Unit Focus
Suggested Open Educational Resources	- Rhythm Experiment - Rhythm Song **(Amistad)** - Beat Making Sound **(Amistad)** - Jewish Influence on Jazz **(Holocaust)** - The Young People's Chorus of New York City **(Diversity, Equity and Inclusion)**	

Unit 1 Music 3-5: Beat and Rhythm
Overview
Students will be able to read, notate, perform, and create sixteenth note figures, triplet figures, dotted half note, doed quarter single eighth, and syncopation in complex time signatures, such as 6/8. Students will be able to identify the differences and similarities between beat and rhythm, demonstrate the connection between beat and rhythm through singing, moving, and playing, identify the meter and how it affects beat and rhythm, and listen to and transcribe familiar rhythms.

Essential Questions	Enduring Understandings
- What is the difference between beat and rhythm? - How can beat determine rhythm? - What does rhythm look like? - How can we transcribe the rhythms we are hearing? - How do personal interests and experiences impact musicians' creations and performances?	- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - Musicians' creative choices are influenced by their expertise, context, and expressive intent. - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Unit 1 Music 3-5: Beat and Rhythm
Content Standards
New Jersey Student Learning Standards (NJSLS):   1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).   1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.   1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.   1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.   1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.   1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.   1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Student Learning Objectives
Students will be able to…   - read, notate, perform, and create sixteenth note figures, triplet figures, dotted half note, doed quarter single eighth, and syncopation in complex time signatures, such as 6/8.   - appropriately implement body percussion and patterning to physically express various rhythmic patterns.   - explain how rhythmic use is affected by various musical cultures.

- identify the differences and similarities between beat and rhythm.
- demonstrate the connection between beat and rhythm through singing, moving, and playing.
- identify the meter and how it affects beat and rhythm.
- listen and transcribe familiar rhythms.
- describe how musicians' personal experiences and interests impact their performances and creations

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Review student individual educational plan. - Establish procedures for accommodations and modifications for assessments as per IEP. - Establish procedures for modification of classwork and homework as per IEP. - Modify classroom environment to support academic and physical needs of the students as per IEP. - Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP. - Differentiation through content, process, product, environment. - Provide instructional adaptations and interventions in the music classroom.	- Native Language Translation (peer, online assistive technology,translation device, bilingual dictionary) - Provide extended time. - Assign preferential seating. - Assign a peer buddy who the student can work with. - Check for understanding frequently. - Have students repeat directions. - Make vocabulary words available during classwork and exams. - Use study guides/checklists to organize information. - Repeat directions. - Increase one-on-one conferencing. - Give directions in small, distinct steps. - Allow copying from paper/book. - Provide written and oral instructions. - Pair visual prompts with verbal presentations	- Modify classroom environment to support student needs. - Differentiated instruction - Basic Skills - Intensive individual intervention
Gifted and Talented Students	**504 Plan**	
- Allow for independent reading, research, and projects. - Accelerate or compact the curriculum. - Offer higher-level thinking questions for deeper analysis. - Offer more rigorous materials/tasks/prompts. - Increase number and complexity of sources. - Assign group research and presentations to teach the class. - Assign/allow for leadership roles during collaborative work and in other learning activities	- Review student 504 plan. - Establish procedures for accommodations and modifications for assessments as per 504. - Establish procedures for modification of classwork and homework as per 504. - Modify classroom environment to support academic and physical needs of the students as per 504. - Provide appropriate accommodations, instructional adaptations, and/or	

● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book	● modifications as determined by the 504 team. ● Differentiation through content, process, product, environment.
Interdisciplinary Connections	**Computer Science and Design Thinking**
English Language Arts **3rd Grade** ● RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text). ● L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ● 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. ● SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **4th Grade** ● RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text. ● L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources. ● 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. **5th Grade** ● RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.	**Computer Science and Design Thinking Practices** ● Fostering an Inclusive Computing and Design Culture ● Collaborating Around Computing and Design ● Recognizing and Defining Computational Problems ● Developing and Using Abstractions ● Creating Computational Artifacts ● Testing and Refining Computational Artifacts ● Communicating About Computing and Design **Computer Science and Design Thinking Standards** ● 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.

- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
Life Literacies and Key Skills
21st Century Skills
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 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 (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
Technology Integration
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Climate Change
- 1.5.5.Cn11b Communicate how art is used to inform others about global issues, including climate change.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● **Formative:** : Teacher observation, student/teacher conference, student demonstration during activities	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Benchmark Assessments:** ● **Summative:** Evaluate students within the continuum of music development for their age/grade-level, observe students during culminating performance, individual student assessment to demonstrate skills ● **Alternative:** Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
dotted quarter single eighth, dotted half note, harmony, melody, meter, musician, rhythm, rhythmic patterns, sixteenth note figures, syncopation, triplet figures

District/School Tasks	Primary and Supplementary Resources
● Performing songs and decoding rhythms beat by beat ("A Pumpkin Ran Away," "Tideo") ● Composing rhythm patterns using familiar words to match rhythms ● Project on a musician describing how their interests and life story play into their creative work.	**Primary Resources:** ● **Classroom Percussion Instruments** Hand drums, rhythm sticks, tambourines, claves, and small mallet instruments to perform and create sixteenth notes, triplets, dotted notes, and syncopation in 6/8 and other meters. ● **Rhythm Notation Materials** Rhythm flashcards, large staff paper, whiteboards, and manipulatives (magnetic notes, sticky notes) for reading, writing, and arranging rhythmic

figures.

- **Metronome and Tempo Apps**
  Devices or apps to keep a steady beat and help students experience how meter influences rhythm (e.g., "Soundbrenner," "Tempo Lite").

- **Movement Activities and Visual Aids**
  Scarves, beanbags, or stretchy bands for kinesthetic exploration of beat vs. rhythm and how different meters feel in the body.

- **Audio Examples of Complex Meters**
  Curated recordings of songs in 6/8, 9/8, and other compound meters for students to listen, analyze, and transcribe familiar rhythms.

Supplementary Resources:
- **Digital Rhythm Training Platforms**
  Websites or apps like *Rhythm Trainer*, *Noteflight*, or *Flat.io* for extra practice reading, notating, and creating rhythms.

- **Notation and Sequencing Software**
  Programs such as *MuseScore*, *GarageBand*, or *BandLab* to compose, layer, and play back rhythmic patterns.

- **Video Tutorials and Masterclasses**
  Online rhythm clinics or YouTube channels (e.g., *Vic Firth Education Series*, *Percussive Arts Society*) that break down syncopation and compound meter.

- **Ensemble Sheet Music Collections**
  Percussion ensemble or Orff ensemble arrangements that feature sixteenth-note figures, triplets, and syncopated patterns for class performance.

- **Peer Performance and Recording Tools**
  Simple audio/video recording devices or apps so students can record their rhythmic creations and review or share them for feedback.

Other Resources:

	- Music in South Africa- ReadWorks **(Amistad)** - The Musical Style of Carlos Santana **(Diversity, Equity and Inclusion)** - Michael Jackson Earth Song **(Climate Change)** - Teaching Climate: Music **(Climate Change)** - Rhythm Experiment - Rhythm Song **(Amistad)** - Beat Making Sound **(Amistad)** - Jewish Influence on Jazz **(Holocaust)** - The Young People's Chorus of New York City **(Diversity, Equity and Inclusion)**
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
Grades 3-5 Music Pacing Guide	

Unit 2 Music 3-5: Vocalization, Melody, and Pitch
Overview
Students will be able to perform unison and multiple part ensemble music, develop proper intonation of tones, intervals and scales, establish, using voices and recorders, independence of vocal parts vs. harmonies, identify vocal parts (SATB), identify solfege syllables and staff placement, describe relationship between melody, harmony and chords.

Essential Questions	**Enduring Understandings**
● What are the different sounds our voices can make? ● How do we make sound? ● What happens when we change the sounds we are making? ● Can we perform unison parts and multiple parts in ensemble music? ● Can we identify solfege and staff placements?	● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes, ● Response to music is informed by analyzing context and how the creator(s) manipulate the elements of music. ● The personal evaluation of musical works(s) and performance(s) is informed by analysis, interpretation, and established criteria. ● Through their use of elements and structure of music, creators and performers.

Unit 2 Music 3-5: Vocalization, Melody, and Pitch
Content Standards
New Jersey Student Learning Standards (NJSLS):   ● 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.   ● 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).   ● 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.   ● 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.   ● 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.   ● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

Student Learning Objectives
Students will be able to…   ● Perform unison and multiple part ensemble music   ● Develop proper intonation of tones, intervals and scales   ● Establish, using voices and recorders, independence of vocal parts vs. harmonies   ● Identify vocal parts (SATB)

- Identify solfege syllables and staff placement
- Describe relationship between melody, harmony and chords

Integrated Accommodations and Modificaitns		
Special Education Students	**English Language Learners**	**At Risk**
- Review student individual educational plan. - Establish procedures for accommodations and modifications for assessments as per IEP. - Establish procedures for modification of classwork and homework as per IEP. - Modify classroom environment to support academic and physical needs of the students as per IEP. - Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP. - Differentiation through content, process, product, environment. - Provide instructional adaptations and interventions in the music classroom.	- Native Language Translation (peer, online assistive technology,translation device, bilingual dictionary) - Provide extended time. - Assign preferential seating. - Assign a peer buddy who the student can work with. - Check for understanding frequently. - Have students repeat directions. - Make vocabulary words available during classwork and exams. - Use study guides/checklists to organize information. - Repeat directions. - Increase one-on-one conferencing. - Give directions in small, distinct steps. - Allow copying from paper/book. - Provide written and oral instructions. - Pair visual prompts with verbal presentations	- Modify classroom environment to support student needs. - Differentiated instruction - Basic Skills - Intensive individual intervention
Gifted and Talented Students	**504 Plan**	
- Allow for independent reading, research, and projects. - Accelerate or compact the curriculum. - Offer higher-level thinking questions for deeper analysis. - Offer more rigorous materials/tasks/prompts. - Increase number and complexity of sources. - Assign group research and presentations to teach the class. - Assign/allow for leadership roles during collaborative work and in other learning activities - Use verbal and visual cues regarding directions and staying on task. - Assist in maintaining agenda book	- Review student 504 plan. - Establish procedures for accommodations and modifications for assessments as per 504. - Establish procedures for modification of classwork and homework as per 504. - Modify classroom environment to support academic and physical needs of the students as per 504. - Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the 504 team. - Differentiation through content, process, product, environment.	

Interdisciplinary Connections	Computer Science and Design Thinking
English Language Arts **3rd Grade** ● RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text). ● L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ● 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. ● SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **4th Grade** ● RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text. ● L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources. ● 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. **5th Grade** ● RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text. ● RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or	**Computer Science and Design Thinking Practices** ● Fostering an Inclusive Computing and Design Culture ● Collaborating Around Computing and Design ● Recognizing and Defining Computational Problems ● Developing and Using Abstractions ● Creating Computational Artifacts ● Testing and Refining Computational Artifacts ● Communicating About Computing and Design **Computer Science and Design Thinking Standards** ● 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.

interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
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Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
Life Literacies and Key Skills
21st Century Skills
- 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 (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
Technology Integration
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Climate Change
in Unit 1 and 3
SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**

- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● **Formative:** : Teacher observation, student/teacher conference, student demonstration during activities	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● **Summative:** Evaluate students within the continuum of music development for their age/grade-level, observe students during culminating performance, individual student assessment to demonstrate skills ● **Alternative:** Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
chords, ensemble music, intonation, intervals, scales, solfege syllables, staff placement, unison, vocal parts (SATB)

District/School Tasks	District/School Primary and Supplementary Resources

● Performing songs from musical notation on pitched instruments (xylophones and recorders)
● Analyzing staff notation to determine which pitches are high, medium, and low
● Performing rounds and partner songs
	Primary Resources
	● **Classroom Set of Recorders**
	   Soprano recorders (and optionally alto) so students can practice melody, harmony, and intonation in unison and in multiple parts.
	
	● **Solfege Visual Aids**
	   Large movable-do solfege charts, staff boards, and hand-sign posters to help students connect syllables (do, re, mi, etc.) to staff placement and pitch relationships.

- **Sheet Music for Unison and Multi-Part Pieces**
  Age-appropriate choral pieces arranged for SATB or two- and three-part harmony, plus recorder ensemble scores that allow for melody/harmony practice.

- **Keyboard or Piano for Accompaniment and Tuning**
  A classroom piano or digital keyboard to model pitches, intervals, and chords while students develop intonation skills.

- **Tuning and Pitch-Training Tools**
  A chromatic tuner (physical or app) and a pitch pipe to ensure students learn to match pitch, adjust intonation, and hear harmonic relationships.

<u>**Supplementary Resources:**</u>

- **Choral Warm-Up and Technique Books**
  Resources like *The Choral Warm-Up Collection* by Sally Albrecht for developing tone, intervals, and blend before ensemble practice.

- **Recorder Method Books**
  Method series such as *Recorder Express* by Artie Almeida or *Yamaha Recorder Student* for reinforcing independent part playing and harmony lines.

- **Audio and Video Performances**
  Professional recordings or YouTube performances of SATB choirs, recorder consorts, or small vocal ensembles to model blend, intonation, and harmony.

- **Music Theory Apps and Software**
  Tools like *Teoria.com*, *Musictheory.net*, or *EarMaster* for practicing intervals, chord identification, and melodic/harmonic dictation outside of class.

- **Interactive Ensemble Platforms**
  Apps such as *SmartMusic* or *Noteflight Learn* where students can practice and hear their individual parts in relation to a full ensemble.

	Other Resources: ● [FM Symphony Orchestra Young People's Concert](#) **(Diversity, Equity and Inclusion)** ● [Pitch: Making Guitars](#) **(Diversity, Equity and Inclusion)** ● [Hana's Japanese Drums](#) **(Diversity, Equity and Inclusion)** ● [Stradivarius of Steel](#) **(Amistad)** ● [DIY Djembe Drum Rhythms](#) **(Diversity, Equity and Inclusion)** ● [Teaching Solfege](#) ● [The Four Voices](#) ● [The Young People's Chorus of New York City](#) **(Diversity, Equity and Inclusion)** ● [Choral Performance: Beauty of Jasmine](#) **(Diversity, Equity and Inclusion)**
Instructional Best Practices and Exemplars	
[See Appendix A for Instructional Best Practices and Exemplars](#)	
Pacing Guide	
Grades 3-5 Music Pacing Guide	

Unit 3 Music 3-5: Listening and Performing
Overview
Students will be able to define and identify performing music, express themselves through performing, improve their ability to perform, select performance repertoire, and critique performances.

Essential Questions	Enduring Understandings
● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response	● How do musicians improve the quality of their performance? ● How do performers select repertoire? ● When is a performance judged ready to present? How do contect and the manner in which musical work is presented influence audience response?

Unit 3 Music 3-5: Listening and Performing
Content Standards

New Jersey Student Learning Standards (NJSLS):
- 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).
- 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.
- 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.

Student Learning Objectives

Students will be able to…
- define performing.
- express themselves through performing.
- improve their ability to perform.
- select performance repertoire.
- critique performances.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
● Review student individual educational plan. ● Establish procedures for accommodations and modifications for assessments as per IEP. ● Establish procedures for modification of classwork and homework as per IEP. ● Modify classroom environment to support academic and physical needs of the students as per IEP. ● Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP. ● Differentiation through content, process, product, environment. ● Provide instructional adaptations and interventions in the music classroom.	● Native Language Translation (peer, online assistive technology,translation device, bilingual dictionary) ● Provide extended time. ● Assign preferential seating. ● Assign a peer buddy who the student can work with. ● Check for understanding frequently. ● Have students repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Provide written and oral instructions. ● Pair visual prompts with verbal presentations	● Modify classroom environment to support student needs. ● Differentiated instruction ● Basic Skills ● Intensive individual intervention

Gifted and Talented Students	504 Plan
● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book	● Review student 504 plan. ● Establish procedures for accommodations and modifications for assessments as per 504. ● Establish procedures for modification of classwork and homework as per 504. ● Modify classroom environment to support academic and physical needs of the students as per 504. ● Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the 504 team. ● Differentiation through content, process, product, environment.

Interdisciplinary Connections	Computer Science and Design Thinking

English Language Arts	Computer Science and Design Thinking Practices

English Language Arts

3rd Grade
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- 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.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

4th Grade
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.
- 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.

5th Grade
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts

Computer Science and Design Thinking Practices
- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards
- 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.

in a historical, scientific, or technical text based on specific evidence in the text.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Social Studies
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Life Literacies and Key Skills
21st Century Skills
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 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 (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Technology Integration
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Climate Change

- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● **Formative:** : Teacher observation, student/teacher conference, student demonstration during activities	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● **Summative:** Evaluate students within the continuum of music development for their age/grade-level, observe students during culminating performance, individual student assessment to demonstrate skills ● **Alternative:** Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts ● **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
performance, audience, critique, expression, emotion, persistence, evaluate, musician, director, culture, context, harmony, tempo, rhythm, beat, criteria

District/School Tasks	District/School Primary and Supplementary Resources
● Examine different kinds of performances ● Judge Performances based on Criteria ● Discuss elements of a performance and the music integrated in such	**Primary Resources** **Classroom Performance Repertoire** ● A curated set of age-appropriate choral or instrumental pieces (sheet music or songbooks) for students to perform, explore, and critique. **Audio/Video Recording Equipment**

- A tablet, smartphone, or portable recorder to capture performances for self-assessment and group critiques.

Music Stands and Scores
- Printed scores or digital sheet music for students to follow along, annotate, and prepare for performances.

Classroom Instruments
- A mix of instruments (e.g., recorders, Orff instruments, ukuleles, or rhythm instruments) to allow for varied performance opportunities.

Rubrics and Checklists for Performance Evaluation
- Teacher-created or published evaluation guides to help students analyze and critique their own performances and those of peers.

<u>Supplementary Resources:</u>
Professional Performance Recordings
- Access to live recordings, YouTube performances, or CDs showcasing strong examples of the repertoire being studied.

Masterclass or Guest Performer
- Inviting a local musician, ensemble, or college music student to demonstrate performance techniques and answer questions.

Online Music Learning Platforms
- Tools like *SmartMusic*, *Noteflight Learn*, or *Essential Elements Interactive* for individualized practice and feedback.

Music Journals or Reflection Sheets
- Structured templates for students to reflect on their progress, set goals, and critique their performances over time.

Music Education Texts and Method Books
- Books such as *Performing in Style* or *The Artistry of Teaching and Making Music* for teacher reference and student enrichment.

<u>Other Resources:</u>
- [Music in South Africa](#)- ReadWorks **(Amistad)**

	- The Musical Style of Carlos Santana **(Diversity, Equity and Inclusion)** - Michael Jackson Earth Song **(Climate Change)** - Teaching Climate: Music **(Climate Change)** - Rhythm Experiment - Rhythm Song **(Amistad)** - Beat Making Sound **(Amistad)** - Jewish Influence on Jazz **(Holocaust)** - The Young People's Chorus of New York City **(Diversity, Equity and Inclusion**
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