

Lebanon Borough School District



Curriculum Management System

GENERAL MUSIC

Grades 3-5

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: December 10, 2020

LEBANON BOROUGH SCHOOL DISTRICT

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INTRODUCTION

Arts Education in the 21st Century

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market ... (2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Vision: An education in the arts fosters a population that:

Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century. Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts:

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 [National Standards for Arts Education](#) and [National Coalition for Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for final publication in 2014. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

Define and solve artistic problems with insight, reason, and technical proficiency.

Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives. Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

2014 Visual and Performing Arts Standards

In view of the pending publication of the [National Coalition of Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education Assessment Framework](#): creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points. This difference will be reconciled in future iterations of New Jersey's Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards. However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form. While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

Organization of the Standards

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

Proficiency Levels and Grade Band Clusters

The grade-band clusters for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

Preschool: All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines. The goal is that preschool students *attain foundational skills that progress toward [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5 grade-level arts standards, as developmentally appropriate.

Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students *attain [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5 grade- level standards for the arts.

Grades 6-8: In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate [competency](#)* in the content knowledge and skills delineated for the selected arts discipline.

Teaching the Standards: Certification and Highly Qualified Arts Educators

The visual and performing arts are considered a "core" subject under the federal *No Child Left Behind Act* (NCLB-2001). Therefore, all visual and performing arts teachers must meet the "Highly Qualified Teachers" standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

Education in the Arts: National and State Advocacy:

The [Arts Education Partnership](#) provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts.

At the state level, the [New Jersey Arts Education Partnership](#) was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, [Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child](#), is the NJAEPs response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New Jersey's public schools.

A [Glossary](#) of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

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Unit Design

Each curriculum unit of study is designed within the Understanding by Design (UbD) framework. Each unit cites the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, New Jersey Student Learning Standards for Technology, and New Jersey Student Learning Standards for 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Topics and Objectives are specifically outlined. These clearly indicate what students need to understand, what they will keep considering, what they will know and what they will be able to do.

These items provide the framework that teachers must follow in order to ensure that the New Jersey Core Curriculum Content Standards and curriculum objectives are met.

In the assessment column, students will show what that they have achieved the goals of the unit. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content. Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments.**

In the 'Activities' column, with key learning events and instruction are outlined. This is considered to be the 'how' of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st century life and career integration** activities are suggested. Depending on the individual needs of the students in each classroom, teachers are expected to differentiate these components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

Meeting the Needs of Diverse Learners through Differentiation

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher's commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit at every grade level throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

1. **Special Education Students**
2. **English Language Learners**
3. **Students At Risk of School Failure**
4. **Gifted and Talented Students**
5. **Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:

amount and nature of student performance data that will be collected and the general education services that will be provided
strategies for increasing the student's rate of learning
parents' right to request an evaluation for special education programs and/or services.

The school district must **select and define the specific structure and components of its Rtl program**, including, but not limited to:

- a. criteria for determining the levels of intervention to be provided to students
- b. types of interventions
- c. amount and nature of student performance data to be collected
- d. manner and frequency of progress monitoring

2. Requires each school district implementing a Rtl program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a Rtl program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

****See Appendix A for comprehensive accommodations and modifications for the above student populations and the Response to Intervention Framework.**

21st Century Life and Career

One of the goals at Lebanon Borough School is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study within the grade level bands. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

Interdisciplinary Connections

Many areas of the overall curriculum are taught and reinforced through the performing arts. The study of performing arts reinforces the basic concepts taught in all other subject areas. All teachers have the ability and opportunity to meet with colleagues to discuss and design the ways in which the performing arts can be incorporated throughout the school day. Likewise, performing arts teachers are consistently incorporating content from the other core curriculum content areas. Teachers will meet to plan interdisciplinary lessons, activities, and projects that help students make connections and develop meaningful understandings. The opportunity to meet and plan have to be promoted and assisted by the district administration.

Technology Integration

Technology plays an integral part in the teaching and learning process throughout the Lebanon Borough School Curriculum. Performing Arts classes and integration should, when possible, make use of technology for a variety of reasons:

- a. The technology available through numerous software programs is a media in itself.
- b. The application of technology to creative production is a technique that has come into its own during the twenty-first century.
- c. The performing arts have become a technology-driven discipline.
- d. The Performing Arts are greatly enhanced by technology.

Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study, at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Lebanon Borough School has a wide range of media and technology available for staff and student use. Each district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology

they have and to extend the training offerings available to staff. Technology plays an important role in the implementation of the Performing Arts curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available media.

Staff and Program Development

Staff development is an essential element of curriculum design that helps to ensure the implementation of the current curriculum. To keep staff abreast of new developments that may affect future curriculum revisions and adaptations, and to encourage professional growth and spirit. Region-Wide staff meetings are used to discuss the topics and importance of the arts to staff and students. In addition, teachers are encouraged to expand their knowledge within the subject by attending professional development sessions throughout the state. Teachers are also asked to embrace curriculum development as an on-going process. They are to research and present new findings in terms of how students learn.

New ideas emerge in terms of how programs should be organized and what is important for students to study and learn. Materials for teaching continue to evolve. For these reasons it is important that school districts examine new directions and consider ways to modify, adjust and expand current programs. In order to meet the NJSLS, it is necessary for all teachers to embrace the performing arts and continue to incorporate the performing arts in various subject areas.

**Grades 3-5
General Music
Scope and Sequence**

Trimester I (September - December)

<p>Topic: Singing (4 weeks)</p> <p>I. Singing melodies</p> <ol style="list-style-type: none"> a. Singing Patriotic and American Folk songs b. Singing rounds c. Singing forte and piano d. Singing songs for the 4th grade musical e. NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.2, 1.4.5.1.3, 	<p>Topic: Rhythm (3 weeks)</p> <p>II. Tempo</p> <ol style="list-style-type: none"> a. Identifying slow, medium and fast tempos b. Reading rhythms for the 4th grade musical c. NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.2
<p>Topic: Listening (3 weeks)</p> <p>III. Elements of music</p> <ol style="list-style-type: none"> a. Introducing Instrument Families b. Identifying orchestra instruments by sound and sight c. Identifying instruments, tempo and dynamics in the original music upon which the 4th grade musical is based d. NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.2 	<p>Topic: Form (3 weeks)</p> <p>IV. AB Form/ Call and Response</p> <ol style="list-style-type: none"> a. Showing AB form through movement b. Demonstrating call and response through singing. c. NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.2, 1.3.5.B.4

Materials Used in this Unit

Get America Singing Again books and CDs
 Moans and Groans and Skeleton Bones book and CD
 Carnival of the Animals
 4th grade Musical books and CD
 Rhythm cards
 Rock-N-Raps Rhythm tracks
 Instrument Bingo game and
 CD Instrument Baseball
 Classical, Jazz or Rock CDs
 Music Play Online
 Chrome Music Lab
 TheRhythmTrainer.com
 MusicTheory.net
 FlipGrid

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
 - **Critical Thinking & Problem Solving**
 - **Communication & Collaboration**
 - Media Literacy
 - Information Literacy
 - Information, Communication & Technology

21st Century Themes (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

Technology Standards (8.1 and 8.2)

- 8.1.4.A. 1: Use basic technology vocabulary
8.1.4.B. 5: Recognize the need for accessing and using information

Career Education Standards (9.2)

- 9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community
9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

- CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections:

- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discus and refine/update strategies.

ELL: Meet with Kelly Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Assessments

Formative Assessments: Sing from a written score with proper vocal production and placement; sing in a round; sing forte and piano; show form through movement and dance.

Summative Assessments: Sing from a written score with proper vocal production and placement; sing in a round; sing forte and piano; complete a listening guide identifying instrumentation, tempo, dynamics; show form through movement and dance.

District Benchmark: Complete a Tempo listening guide for Carnival of the Animals; Count and clap rhythms in 4/4 and $\frac{3}{4}$ time using rhythm cards

Alternative Assessments: T plays melody on piano for S to follow when singing

District Goals

Opportunities for Inquiry Based Learning and Project Based Learning as outlined in lesson plans

S u g g e s t e c a y s c t i o n	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Singing	
		Goal 1: The student will be able to read and sing music from a score with proper vocal production and music literacy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

6	<p>1.1. Sing patriotic and American folk songs. (1.3.5.B.1, 1.3.5.B.2)</p> <p>Sing rounds. (1.3.5.B.1, 1.3.5.B.2)</p> <p>1.2. Sing forte and piano. (1.3.5.B.1, 1.3.5.B.2)</p> <p>1.3. Singing songs for the 4th grade musical. (1.3.5.B.1, 1.3.5.B.2)</p> <p>1.4. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>1.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p>	<p>Essential Questions:</p> <p>How can you successfully read the vocal score for this patriotic or folksong?</p> <p>How can you successfully sing in simple harmonies?</p> <p>How can you successfully perform expressively using dynamics?</p> <p>How can you successfully sing these songs for a performance?</p> <p>Conceptual Understandings:</p> <p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Reading and singing patriotic and American folksongs</p> <p>Singing a variety of rounds</p> <p>Singing Forte and Piano</p> <p>Singing songs for the 4th grade musical</p> <p>Assessment Models:</p> <p>Students will be asked to:</p> <p>3: Sing from a written score</p> <p style="padding-left: 20px;">Sing with proper vocal production and placement.</p> <p style="padding-left: 20px;">Sing in a round.</p> <p style="padding-left: 20px;">Sing Forte and Piano.</p> <p>4: Sing from a written score.</p> <p style="padding-left: 20px;">Sing with proper vocal production and placement.</p> <p style="padding-left: 20px;">Sing songs for a performance</p>
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S U C C S t e C C V C t H S t H C t i C	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Singing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 1: The student will be able to read and sing music from a score with proper vocal production and music literacy.	Essential Questions, Conceptual Understandings

	<p>1.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>1.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		<p>Additional Resources: Get America Singing Again books and CD 4th grade musical score Moans and Groans and Skeleton Bones Book and CD</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Rhythm-Tempo	
		Goal 2: The student will be able to identify a variety of tempos and read rhythms in 4/4 and 3/4 time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

2	<p>2.1. Identify slow, medium and fast tempos. (1.1.5.B.1)</p> <p>2.2. Read rhythms in 4/4 and 3/4 time. (1.1.5.B.1)</p> <p>2.3. Read rhythms for the 4th grade musical. (1.1.5.B.1)</p> <p>2.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>2.6. Use effective oral and written communication in face-to-face and online</p>	<p>Essential Questions: How can you successfully identify the tempo of this piece? How can you successfully read these rhythms?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Listening to Carnival of the Animals and identifying tempos and which animal may have that tempo. Clapping and counting rhythms in 4/4 and 3/4 time.</p> <p>Assessment Models: Students will be asked to: 3: Complete a Tempo listening guide for Carnival of the Animals. Clap and count rhythms in 4/4 and ¾ time using rhythm cards. 4: Review clapping and counting in 4/4 and ¾ time. Reading these rhythms in a 4th grade musical score.</p> <p>Additional Resources: Carnival of the Animals Rhythm cards Rock –N- Raps Rhythm tracks Classics for Kids (website) Chrome Music Lab (website) The Rhythm Trainer</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Rhythm-Tempo	
		Goal 2: The student will be able to identify a variety of tempos and read rhythms in 4/4 and 3/4 time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

interactions and when presenting to an audience. (9.1.4.D.1)

S	Curriculum Management System	Topic: Elements of Music	
	Subject/Grade Level: Grades 3-5 General Music	Goal 3: The student will be able to identify orchestral instruments by their tone color and classify them into instrument families.	
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	

4	<p>3.1. Identify Instrument families. (1.1.5.B.1, 1.1.5.B.2)</p> <p>3.2. Identifying orchestral instruments by sound and sight. (1.1.5.B.1, 1.1.5.B.2)</p> <p>3.3. Identifying instruments, tempo and dynamics in the original music upon which the 4th grade musical is based. (1.1.5.B.1, 1.1.5.B.2)</p> <p>3.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>3.6. Use effective oral and</p>	<p>Essential Questions: How can you successfully place an instrument in it's orchestral family? What is the difference in sound of the orchestral families? How can you successfully identify this instrument?</p> <p>Conceptual Understandings: Conventional instruments are divided into musical families according to shared properties.</p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>The elements of music are building blocks denoting meter, rhythm concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Instrument Bingo 4th Grade Listening guide</p> <p>Assessment Models: Students will be asked to: 3- Identify orchestral instruments through a bingo game. 4- Identify orchestral instruments through a bingo game. Identify instruments and facts through instrument baseball. Complete a listening guide in which they identify instrumentation, tempo and dynamics of specific pieces of music related to the 4th grade musical.</p> <p>Additional Resources: Instrument bingo game and CD Instrument Baseball Classical, Jazz or Rock CDs Classics for Kids (website) Chrome Music Lab (website)</p>
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S U C C S t e C C A V C H I S I S S U E	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Elements of Music	
		Goal 3: The student will be able to identify orchestral instruments by their tone color and classify them into instrument families.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)

S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Form	
		Goal 4: The student will be able to demonstrate AB and ABA form, call and response through movement and singing and perform original choreography.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

2	<p>4.1. Show AB and ABA form through movement. (1.3.5.B.3)</p> <p>4.2. Demonstrate call and response form through singing. (1.3.5.B.3)</p> <p>4.3. Perform original choreography for the 4th grade musical. (1.1.5.A.2)</p> <p>4.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>4.6. Use effective oral and</p>	<p>Essential Questions:</p> <p>How can we use movement to demonstrate AB and ABA form?</p> <p>How can we successfully sing call and response?</p> <p>How can we successfully perform choreography to our 4th grade musical songs?</p> <p>Conceptual Understandings:</p> <p>Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Creating movements for songs in AB and ABA form.</p> <p>Singing a call and response song.</p> <p>Performing choreography.</p> <p>Assessment Models:</p> <p>Students will be asked to:</p> <p>3: Show AB and ABA form through movement and dance. Sing both the call and the response part of a song.</p> <p>4: Perform choreography to their 4th grade musical songs.</p> <p>Additional Resources:</p> <p>Moans and Groans and Skeleton Bones book and CD</p> <p>4th grade musical books and CD</p> <p>Classics for Kids (website)</p>
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S	Curriculum Management System	Topic: Form	
	Subject/Grade Level: Grades 3-5 General Music	Goal 4: The student will be able to demonstrate AB and ABA form, call and response through movement and singing and perform original choreography.	
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	

written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)

Trimester II (December- March)

Topic: Singing (4 weeks)

- V. Singing melodies
- Reading seasonal songs
 - Singing songs from textbook
 - Singing songs from the 4th grade musical
 - NJSLA Music Standards addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.2,

Topic: Rhythm (3 weeks)

- VI. Rhythm performance
- Clapping and counting rhythms in 4/4 time
 - Reading rhythms from the 4th grade musical
 - NJSLA Music Standards addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1,

Topic: Movement (3 weeks)

- VII. The Nutcracker Ballet
- Learning the origins of the Nutcracker story
 - Observing how a story can be told through dance
 - Performing specific dance moves
 - Performing choreography for the 4th grade musical
 - NJSLA Music Standards addressed: 1.1.5.A.2, 1.2.5.A.1, 1.4.5.A.1, 1.4.5.A.3

Topic: Music Theory (3 weeks)

- VIII. Reading music
- Learning the note names in Treble Clef
 - Identifying music symbols
 - NJSLA Music Standards addressed: 1.1.5.B.1, 1.1.5.B.2

Materials Used in this Unit

Music K-8 songs and CDs
Music Play Online
4th grade Musical script
"The Nutcracker, the Untold Story"
Video Rhythm Cards
Music Symbol drill cards
Treble Clef notespeller worksheets
Music Play Online
Chrome Music Lab
TheRhythmTrainer.com
MusicTheory.net
FlipGrid

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
 - **Critical Thinking & Problem Solving**
 - **Communication & Collaboration**
 - Media Literacy
 - Information Literacy
 - Information, Communication & Technology

21st Century Themes (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

Technology Standards (8.1 and 8.2)

8.1.4.A. 1: Use basic technology vocabulary.

8.1.4.B. 2: Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use.

8.1.4.B.5: Recognize the need for accessing and using information.

Career Education Standards (9.2)

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections:

2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies.

ELL: Meet with Kelly Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Assessments

Formative Assessments: Read and sing seasonal songs from textbook; read and perform songs from the 4th grade musical

Summative Assessments: Read and perform seasonal songs from textbook; read and perform songs from the 4th grade musical; clap and count rhythms in 4/4 and $\frac{3}{4}$ time using rhythm cards

District Benchmark: Interpret verbally how the music and dance tell a story in a ballet; perform choreography for the 4th grade musical; sing the Treble Clef song and identify notes in Treble Clef

Alternative Assessments: T plays melody on piano for S to follow while singing; T counts while S claps; T claps with S

District Goals

Opportunities for Inquiry Based Learning and Project Based Learning as outlined in lesson plans.

S	Curriculum Management System	Topic: Singing	
	Subject/Grade Level Grades 3-5 General Music	Goal 5: The student will be able to read and sing music from a score with proper vocal production and music literacy.	
S	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>5.1. Read and sing a variety of seasonal songs. (1.3.5.B.1, 1.3.5.B.2)</p> <p>5.2. Read and sing songs from a textbook. (1.3.5.B.1, 1.3.5.B.2)</p> <p>5.3. Read and sing songs from the 4th grade musical. (1.3.5.B.1, 1.3.5.B.2)</p> <p>5.4. Participate in brainstorming sessions to seek information, ideas, and</p>	<p>Essential Questions: How can you successfully read the vocal score for this seasonal song? How can you successfully sing in simple harmonies? How can you successfully read these songs from the textbook? How can you successfully sing these songs for a performance?</p> <p>Conceptual Understandings: Complex scores may include compound meters and the grand staff.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing and reading seasonal songs Rehearsing songs for the 4th grade musical</p> <p>Assessment Models: Students will be asked to: 3: Read and sing a variety of seasonal songs from</p>

<p>strategies that foster creative thinking. (9.1.4.B.1)</p> <p>5.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>5.6. Use effective oral and written communication in</p>	<p>Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p>	<p>a musical score or textbook. 4: Read and perform songs from the 4th grade musical.</p> <p>Additional Resources: Music K-8 songs and CDs Music Play Online (by Theme and Variations) 4th grade musical score</p>
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S	Curriculum Management System	Topic: Singing	
	Subject/Grade Level Grades 3-5 General Music	Goal 5: The student will be able to read and sing music from a score with proper vocal production and music literacy.	
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	

face-to-face and online interactions and when presenting to an audience.
(9.1.4.D.1)

S	Curriculum Management System	Topic: Rhythm	
	Subject/Grade Level: Grades 3-5	Goal 6: The student will be able to identify and read rhythms in 4/4 and 3/4 time.	
	General Music		
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	

2	<p>6.1. Read rhythms in 4/4 and 3/4 time. (1.1.5.B.1)</p> <p>6.2. Read rhythms for the 4th grade musical. (1.1.5.B.2)</p> <p>6.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>6.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>6.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>	<p>Essential Questions: How can you successfully read these rhythms? What is the difference between 3/4 and 4/4 time?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Clapping and counting rhythms in 4/4 and 3/4 time. Reading rhythms for the 4th grade musical</p> <p>Assessment Models: Students will be asked to: 3: Clap and count rhythms in 4/4 and 3/4 time using rhythm cards. 4: Review clapping and counting in 4/4 and 3/4 time. Reading these rhythms in a 4th grade musical score.</p> <p>Additional Resources: Rhythm cards Rock –N- Raps Rhythm tracks 4th grade musical score Classics for Kids (website) Chrome Music Lab (website) The Rhythm Trainer</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Movement	
		Goal 7: The student will be able to appreciate and understand how a story can be told through music and dance.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

<p>3</p>	<p>7.1. Understand the story of the Nutcracker by watching the ballet. (1.2.5.A.1)</p> <p>7.2. Perform choreography for the 4th grade musical. (1.1.5.A.2)</p> <p>7.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>7.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>7.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>	<p>Essential Questions:</p> <p>How does the music and dance in a ballet tell a story? How can you successfully perform choreography in a musical?</p> <p>Conceptual Understandings:</p> <p>Art and culture reflect and affect each other.</p> <p>Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Watching the video, “The Nutcracker, the Untold Story.”</p> <p>Learning and choreographing moves for the 4th grade musical.</p> <p>Assessment Models:</p> <p>Students will be asked to:</p> <p>3: Interpret verbally how the music and dance tell a story in a ballet.</p> <p>4: Perform specific choreography for the 4th grade musical.</p> <p>Additional Resources:</p> <p>“The Nutcracker, the Untold Story” Video 4th grade musical scripts and CD</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Music Theory	
		Goal 8: The student will be able to learn the note names in Treble Clef and identify music symbols.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

2	<p>8.1. Learn the note names in Treble Clef. (1.1.5.B.1)</p> <p>8.2. Identify music symbols. (1.1.5.B.1)</p> <p>8.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>8.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>8.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>	<p>Essential Questions: How can you successfully read this note in Treble Clef? How can you successfully identify this music symbol?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to ear training, listening skills, and temporal spatial reasoning ability connected to listening skill.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Create pictures using music symbols and label them. Singing the Treble Clef song. Written and oral note naming activities.</p> <p>Assessment Models: Students will be asked to: 3-4: Memorize the Treble Clef song and identify notes in Treble Clef. Recognize specific music symbols.</p> <p>Additional Resources: Music Symbol Madness work sheet Music Symbol Drill Cards Treble clef song Treble clef note spell dittos Classics for Kids (website) Chrome Music Lab (website) The Rhythm Trainer</p>
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Trimester III (March-June)

Topic: Singing (3 weeks)

- IX. Singing melodies
- Memorizing the Treble Clef song
 - Singing songs from the 3rd grade musical
 - Singing in a chorus
 - NJSLA Standards addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.2

Topic: Rhythm (3 weeks)

- X. Rhythm Performance
- Clapping and counting rhythms in 4/4 time
 - Clapping and counting rhythms in 3/4 time
 - Playing recorder songs in 4/4 and 3/4 time
 - Singing rhythms for the 3rd grade musical
 - NJSLA Standards addressed: 1.1.5.B.1, 1.1.5.B.2

Topic: Recorder (5 weeks)

- XI. Recorder performance
- Playing the recorder with correct tone
 - Playing the recorder with correct fingerings
 - NJSLA Standards addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.4

Topic: Music Theory (2 weeks)

- XII. Reading Music
- Learning the note names in Treble Clef
 - Identifying music symbols
 - Reading and playing the recorder
 - Understanding of music symbols through playing the recorder
 - Composing a simple melody for the recorder
 - NJSLA Standards addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.4

Topic: Movement

- XIII. Dance
- Performing specific dance moves
 - Performing choreography for the 3rd grade musical NJSLA Standards addressed: 1.1.5.A.2

Materials Used in this Unit

Rhythm cards
Rock-N-Raps Rhythm tracks
Recorder Karaoke music and CD
Recorder warm-ups and songs
3rd grade Musical score
Music Play Online (by Theme and Variations)
Cha-cha slide CD and other dance
CDs Recorder baseball
Recorder Composing worksheet
Recorder Test

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
 - **Critical Thinking & Problem Solving**
 - **Communication & Collaboration**
 - Media Literacy
 - Information Literacy
 - Information, Communication & Technology

21st Century Themes (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

Technology Standards (8.1 and 8.2)

- 8.1.4.A. 1: Use basic technology vocabulary.
- 8.1.4.B. 5: Recognize the need for accessing and using information.
- 8.2.8.A.1: Describe the nature of technology and the consequences of technological activity.

Career Education Standards (9.2)

- 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections:

2.2.6.B.1 Use effective decision-making strategies.

2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies.

ELL: Meet with Kelly Hellerto discuss specific accommodations based on student progress and placement on WIDA testing.

Assessments

Formative Assessments: Sing from a written score with proper vocal production and placement; sing expressively using appropriate dynamics and interpretation; read rhythms from a musical score; play notes on the recorder

Summative Assessments: Sing the Treble Clef song; clap and count rhythms in 4/4 and $\frac{3}{4}$ time using rhythm cards; play songs on the recorder; perform choreography for 3rd grade musical

District Benchmark: Sing songs for a performance; perform recorder songs

Alternative Assessments: T plays melody on piano for S to follow while singing; T sings with S; T claps and/or counts with S

S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Singing	
		Goal 9: The student will be able to read and sing music from a score with proper vocal production and music literacy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

4	<p>9.1. Sing and memorize the Treble Clef song. (1.1.5.B.1, 1.3.5.B.1, 1.3.5.B.2)</p> <p>Read and sing songs from a textbook.(1.3.5.B.1, 1.3.5.B.2)</p> <p>9.2. Read and sing songs from the 3rd/4th grade musical. (1.3.5.B.1, 1.3.5.B.2)</p> <p>9.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>9.4. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>	<p>Essential Questions:</p> <p>How can you successfully memorize the Treble Clef song?</p> <p>How can you successfully sing in simple harmonies?</p> <p>How can you successfully read these songs from the textbook?</p> <p>How can you successfully read the vocal score for this song?</p> <p>How can you successfully perform expressively using dynamics and tone?</p> <p>How can you successfully sing these songs for a performance?</p> <p>Conceptual Understandings:</p> <p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and placement improve vocal quality. Harmonizing requires singing ability as well as active listening skills. Individual voice ranges change with time.</p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to entertaining and listening skill. Temporal spatial reasoning ability is connected to listening skill.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Singing and memorizing the Treble Clef song.</p> <p>Singing and reading songs from a textbook.</p> <p>Singing songs for the 3rd/4th grade musical.</p> <p>Assessment Models:</p> <p>Students will be asked to:</p> <p>3: Sing from a written score</p> <p>Sing with proper vocal production and placement.</p> <p>Sing expressively using appropriate dynamics and interpretation.</p> <p>Sing songs for a performance</p> <p>4: Reading Treble Clef notes by memorizing the Treble Clef song.</p> <p>4: Read and sing a variety of songs from a musical score or textbook.</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Rhythms	
		Goal 10: The student will be able to read and perform rhythms in 4/4 and 3/4 time on the recorder.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

2	<p>10.1. Read rhythms in 4/4 and 3/4 time. (1.1.5.B.1)</p> <p>Read and play rhythms in 4/4 and 3/4 time on the recorder. (1.1.5.B.1, 1.3.5.B.4)</p> <p>10.2. Read rhythms for the 3rd/4th grade musical. (1.1.5.B.1)</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>10.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>10.4. Use effective oral and written communication in face-to-face and online</p>	<p>Essential Questions:</p> <p>How can you successfully identify the rhythmic patterns of this piece?</p> <p>How can you successfully read these rhythms?</p> <p>What is the difference between 3/4 and 4/4 time?</p> <p>Conceptual Understandings:</p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Reading rhythms for the 3rd/4th grade musical. Clapping and counting rhythms in 4/4 and 3/4 time. Reading rhythms while playing the recorder.</p> <p>Assessment Models:</p> <p>Students will be asked to:</p> <p>3: Read rhythms from a musical score. Clap and count rhythms in 4/4 and 3/4 time using rhythm cards. Play these rhythms in a recorder song.</p> <p>4: Review clapping and counting in 4/4 and 3/4 time. Read these rhythms in a recorder song.</p> <p>Additional Resources:</p> <p>Rhythm cards Rock –N- Raps Rhythm tracks Recorder songs FlipGrid Chrome Music Lab (website)</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Rhythms	
		Goal 10: The student will be able to read and perform rhythms in 4/4 and 3/4 time on the recorder.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

	interactions and when presenting to an audience. (9.1.4.D.1)		
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S U C C E S S F U L L C O M P L E T E	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Rhythms	
		Goal 10: The student will be able to read and perform rhythms in 4/4 and 3/4 time on the recorder.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

	10.5.		
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Recorder	
		Goal 11: The student will be able to play the recorder with correct fingerings and tone.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

8	<p>11.1. Play the recorder with correct tone. (1.1.5.B.1, 1.3.5.B.4)</p> <p>11.2. Play the recorder with the correct fingerings. (1.1.5.B.1, 1.3.5.B.4)</p> <p>11.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>11.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>11.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>	<p>Essential Questions: How can you successfully play the recorder with correct tone and fingerings?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Echo playing Playing recorder songs</p> <p>Assessment Models: Students will be asked to: 3: Play B, A and G with correct fingering and tone. 4: Play all notes with correct fingering and tone.</p> <p>Additional Resources: Recorder Karate music and CD Recorder warm-ups and songs Music Play Online (by Theme and Variations) FlipGrid</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Music Theory	
		Goal 12: The student will be able to learn music symbols and the note names in Treble Clef and read them in a musical score.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

4	<p>12.1. Learn the note names in Treble Clef. (1.1.5.B.1)</p> <p>12.2. Identify Music symbols (1.1.5.B.1) Read and play music symbols. (1.1.5.B.1, 1.3.5.B.4)</p> <p>12.3. Read and play treble clef notes on a recorder. (1.3.5.B.4)</p> <p>12.4. Read treble clef notes in the 3rd/4th grade musical. (1.3.5.B.4)</p> <p>Compose a simple melody for the recorder using specific music symbols and treble clef notes. (1.3.5.B.3, 1.3.5.B.4)</p> <p>12.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>	<p>Essential Questions:</p> <p>How can you successfully read this note in Treble Clef? How can you successfully identify this music symbol? How can you successfully play this note on the recorder? How can you successfully perform this music symbol? How can you successfully play this song in Treble Clef? How can you successfully compose a simple melody for the recorder?</p> <p>Conceptual Understandings:</p> <p>Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>Music composition is governed by prescribed rules and forms, which can apply equally to improvised and scored music.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Identifying symbols and notes in the 3rd grade musical score.</p> <p>Reading treble clef notes by fingering and saying and then playing a variety of songs.</p> <p>Recorder Karate- students earn certain colored belts for successfully reading a specific song.</p> <p>Recorder baseball</p> <p>Compose a recorder song.</p> <p>Assessment Models:</p> <p>Students will be asked to:</p> <p>3: Read the score of a musical.</p> <p>Play and read songs from the recorder karate packet and earn the appropriate belt for their recorder.</p> <p>Recorder quiz - playing</p> <p>4: Play treble clef songs on their recorder and earn the appropriate belt for their recorder.</p> <p>Choose a song and play it for a partner.</p> <p>Compose a simple melody using notes and music symbols that they learned in recorder.</p> <p>Recorder test – written and playing.</p>
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S	Curriculum Management System Subject/Grade Level: Grades 3-5 General Music	Topic: Music Theory	
		Goal 12: The student will be able to learn music symbols and the note names in Treble Clef and read them in a musical score.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

	<p>(9.1.4.B.1)</p> <p>12.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		<p>Additional Resources: 3rd/4th grade musical score Recorder Karate packets Music Play Online (by Theme and Variations) Classics for Kids (website) Chrome Music Lab (website)</p>
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2	<p>13.1. Perform choreography for the 3rd/4th grade musical. (1.1.5.A.2)</p> <p>13.2. Follow directions for simple choreography. (1.1.5.A.2)</p> <p>13.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>13.4. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>	<p>Essential Questions: How can you successfully perform choreography in a musical? How can you successfully follow the directions for a simple dance?</p> <p>Conceptual Understandings: Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.</p>	<p>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Learning and choreographing moves for the 3rd/4th grade musical. Learning simple choreographed dances.</p> <p>Assessment Models: Students will be asked to: 3: Perform specific choreography for the 3rd/4th grade musical. 4: Learn and perform simple dances.</p> <p>Additional Resources: 3rd grade musical scripts and CD Cha-cha slide CD and other dance CDs Classics for Kids (website) Music Play Online (by Theme and Variations)</p>
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