Fifth Grade Music

Unit Title: Unit 1 - United By Music

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts
Artistic Process - Creating
- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
    - 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
    - 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that
    - demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process - Performing
- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.3A.5.Pr4a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
    - 1.3A.5.Pr4b - Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
    - 1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
    - 1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances
    - 1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
    - 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
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
    - 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
    - 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding
- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*

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- ■ 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).
- Anchor Standard 8: Applying criteria to evaluate products.
  - *Performance Expectations*
    - ■ 1.3A.5.Re8a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- Anchor Standard 9: Interpreting intent and meaning.
  - *Performance Expectations*
    - ■ 1.3A.5.Re9a - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process - Connecting
- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - ■ 1.3A.5.Cn10a - Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - ■ 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts
Artistic Process - Creating
- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - ■ 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
    - ■ 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
    - ■ 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - ■ 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - ■ 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Artistic Process - Producing
- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - ■ 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - ■ 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - ■ 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Artistic Process - Responding
- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*

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- - ■ 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
  - Anchor Standard 8: Interpreting intent and meaning.
    - *Performance Expectations*
      - ■ 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
  - Anchor Standard 9: Applying criteria to evaluate products.
    - Performance Expectations
      - ■ 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - ■ 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - ■ 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
    - ■ 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Central Idea / Enduring Understanding:

- 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.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential/Guiding Question:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo effect music and my physical response to it?

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- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	

Content:	**Skills (Objectives):**
- Processional, Beat, Rhythm, Tempo - Pitch, Melody, Melodic Direction, Score, Staff, Score, G Clef, Treble - Tone color, Range, Heavy/Light Register - Unison, Harmony, System 1/2, 1/4, 1/8 note, 1/4 note rest, Notation, Meter, Bar Line, Measure, Percussion - Percussion instrument, Percussion Ensemble	- I can clap to the beat/rhythm of a song. I can move to show a change of tempo. - Signal to show the highest and lowest note in a melody. Signal to show melodic direction. - Speak and sing in lighter and heavier voices - Move to show melodic direction. Sing a simple harmony part in a song. - Clap rhythmic patterns containing 1/2, 1/4, 1/8 notes and 1/4 note rests. - Choose the correct method of sound production for a variety of percussion instruments.

Interdisciplinary Connection(s):
Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:
- Social games and activities that focus on community and working together.
- Emotional expression through music.
- Sound and science connection.

NJSLS for Literacy
- **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.
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **L.RF.5.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **W.WP.5.4. -** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Mathematical Practice
- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills
- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

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- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
- Formative Assessment - Rhythmic Accuracy - Performance - Self-Assessment - Pitch Awareness - Participation - End-of-Marking Period Assessment	- Class-Work Review - Teacher Observation - Group & Cooperative Work - Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1.1 Moving Together:
- Review some of the basic concepts of music
- Review the concept of rhythm that was learned in the previous year.

Session 1.2 Melodies That Move:
- Understand how melodies and how melodies and notes can move up and down the music staff to create overall shapes
- Understand how we then use to grasp how melodies are formed.
- Identify melodic direction and also high/low notes by critically listening to specific examples.

Session 1.3 Your Voice:
- Listen to voices
- Recognize that voices are incredible instruments capable of creating countless sounds.
- Create sounds with our voices: specifically by using heavy/light registers.

Session 1.4 Everybody Loves A Melody:
- Understand the importance of an attractive melody.
- Explain some of the tools we use to make a melody sound even better.
- Study examples of popular melodies
- Recognize the differences between unison and harmony and how they are used.

Resources:

Session 1.1:
- Music books
- Music Recordings
- Resource Master 1.1
- Listening Transparency T.1

Session 1.2:
- Music books
- Music Recordings
- Resource Master 1.2
- Orff Orchestration O.1

Session 1.3:
- Music books
- Music Recordings
- Resource Master 1.2
- Singing Master S.5.1

Session 1.4:
- Music books
- Music Recordings
- Optional Resonator Bells
- Resource Master 1.3
- Orff Orchestration O.2

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Session 1.5 Time For Rhythm:
- Recognize rhythmic patterns.
- Perform these patterns using variations of 1/4, 1/8, 1/2 and 1/4 note rests.
- Demonstrate proficiency of rhythms by clapping or using rhythmic instruments.

Session 1.6 The Colors of Percussion:
- Identify percussion instruments.
- Listen to and compare the sounds of several percussion instruments.
- Understand the correct way to play percussion instruments
- Play several percussion instruments.

Session 1.7 Unit 1 Assessment:
- Review songs, skills and concepts learned in Unit 1
- Identify and use 1/4, 1/8 and 1/4 note rests.
- Identify melodic direction
- Identify F, G, A, and B on the treble clef.

Session 1.5:
- Music books
- Music Recordings
- Resource Master 1.4
- Optional Large drum/hand drums

Session 1.6:
- Music books
- Music Recordings
- Optional Drum, Resonator, Timpani, Cowbell
- Resource Master 1.5

Session 1.7:
- Music books
- Music Recordings
- Optional Drum, or other unpitched instrument
- Resource Master 1.1
- Singing Master S.3.1

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
• Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study • Use of technology • Student Choice	• Pitched instruments • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Guided Practice	• Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Rhythm Games • Word Banks	• Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload

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Unit Title: Unit 2 - Power In Rhythm

Stage 1: Desired Results

Standards & Indicators:

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Artistic Process - Creating
- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
    - 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
    - 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that
    - demonstrate craftsmanship. Explain connection to expressive intent.

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- Anchor Standard 4: Selecting, analyzing, and interpreting work.
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    - 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
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- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
    - 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding
- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*

- ■ 1.3A.5.Re7a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
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- Anchor Standard 9: Interpreting intent and meaning.
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Artistic Process - Connecting
- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
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    - ■ 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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    - ■ 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

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    - ■ 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
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  - *Performance Expectations*
    - ■ 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Artistic Process - Responding
- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*

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- ■ 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
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- ● Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
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    - ■ 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
- 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. - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. - 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. - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	- How do musicians generate creative ideas? - How do musicians make creative decisions? - How do musicians improve the quality of their creative work? - How do performers select repertoire? - How do musicians improve the quality of their performance? - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? - How do individuals choose music to experience? How does understanding the structure and context of music inform a response? - How do we judge the quality of musical work(s) and performance(s)? - How do we discern the musical creators' and performers' expressive intent? - How do musicians make meaningful connections to creating, performing, and responding? - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo effect music and my physical response to it?

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● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	

Content:	**Skills (Objectives):**
● Steel Drums, Syncopation ● Tonal Center, Scale, Pentatonic Scale ● Musical, Tag, Jazz ● Tie, Duration, Dotted Quarter Note ● Partner Song, Counter Melody ● Sixteenth Note	● Clap a song with a syncopated rhythm. ● Identify the scale and tonal secret of a pentatonic song. ● Pat to the beat during the A section and tap to the rhythm during the B section of a song. ● Clap rhythm patterns using 1/8, 1/4, and dotted 1/4 notes. ● Sing a melody together with a counter melody. Sing a melody together with two partner-song melodies ● Clap or play sixteenth note patterns from notation.

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:
- Social games and activities that focus on community and working together.
- Emotional expression through music.
- Sound and science connection.

NJSLS for Literacy
- **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.
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- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills
- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

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- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Stage 2: Assessment Evidence

Performance Task(s):
- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:
- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:
Unit 2: Power In Rhythm
Session 2.1 Drums!:
- Explore a wide variety of different drums from various cultures through listening examples or videos.
- Clap/play along using knowledge of rhythm.

Session 2.2 The Power Of Song:
- Understand and reinforce the ubiquity of the pentatonic scale.
- Understand its importance in modern and ancient music
- Identify tonal center of many songs using this scale.

Session 2.3 Popular Rhythms:
- Practice various rhythmic patterns
- Clap/play rhythms from music notation to learn about song structure (form)
- Discover popular musical genres.

Session 2.4 The Beat In Your Feet:
- Combine simple dance steps and other movement sequences
- Reinforce rhythmic patterns previously learned
- Alter dance steps slightly altering to create new, more complex rhythmic patterns.

Session 2.5 Partner Songs:
- Understand that music is an activity best done with friends
- Understand the collaborative aspect of music.

Resources:
Materials for Unit 2:
Session 2.1:
- Music books
- Music Recordings
- Optional Drums, or other unpitched instruments
- Resource Master 2.1
- Orff Orchestration O.4

Session 2.2:
- Music books
- Music Recordings
- Optional Resonator Bells
- Resource Master 2.2
- Orff Orchestration O.5

Session 2.3:
- Share The Music books
- Music Recordings
- Musical Instruments Master - Xylophone

Session 2.4:
- Music books
- Music Recordings
- Optional Drums, cabasas, claves, congas and bongos
- Resource Master 2.3
- Music Instrument Master - Maracas

Session 2.5:
- Share The Music books
- Music Recordings
- Resource Master 2.4

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● Create/sing with a number of partners, using music notation and song recordings	● Listening Map Transparency T.2
Session 2.6 Putting Rhythms To Work: ● Review the final instructional lesson for Unit 2 ● Understand the 1/16 notes, and use it in a variety of rhythmic examples and songs. ● Identify these notes, and practice them by way of clapping and singing.	**Session 2.6:** ● Share The Music books ● Music Recordings ● Optional claves, tambourine, drums ● Resource Master 2.5 ● Orff Orchestration O.6
Session 2.7 Unit 2 Assessment: ● Review songs, skills and concepts learned in Unit 1 ● Identify and use a syncopated rhythmic pattern, Identify C, D, and E on the treble clef.	**Session 2.7:** ● Share The Music books ● Music Recordings ● Optional Drums, or other unpitched instruments ● Resource Master 2.6 ● Resource Master TA.1

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
● Pitched instruments ● Two part harmony ● Visual Presentation ● Opportunity to Assist Peers ● Solo Demonstrations for Class ● Independent Study ● Accelerated Study ● Use of technology ● Student Choice	● Pitched instruments ● Two part harmony ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Guided Practice	● Unpitched instruments ● Speak-Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Rhythm Games ● Word Banks	● Unpitched instruments ● Speak Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Additional Rhythm Games ● Extra Teacher Assistance ● Reduced Workload

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Unit Title: Unit 3 - Expressions Of Freedom

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts
Artistic Process - Creating
● Anchor Standard 1: Generating and conceptualizing ideas.
   ○ *Performance Expectations*

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- ■ 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).
- ● Anchor Standard 2: Organizing and developing ideas.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
    - ■ 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- ● Anchor Standard 3: Refining and completing products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
    - ■ 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that
    - ■ demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process - Performing
- ● Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Pr4a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
    - ■ 1.3A.5.Pr4b - Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
    - ■ 1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
    - ■ 1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances
    - ■ 1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
    - ■ 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
- ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
    - ■ 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- ● Anchor Standard 6: Conveying meaning through art.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
    - ■ 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding
- ● Anchor Standard 7: Perceiving and analyzing products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Re7a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
    - ■ 1.3A.5.Re7b - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- ● Anchor Standard 8: Applying criteria to evaluate products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Re8a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- ● Anchor Standard 9: Interpreting intent and meaning.
  - ○ *Performance Expectations*

- ■ 1.3A.5.Re9a - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process - Connecting
- ● Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Cn10a - Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- ● Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts
Artistic Process - Creating
- ● Anchor Standard 1: Generating and conceptualizing ideas.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
    - ■ 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
    - ■ 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- ● Anchor Standard 2: Organizing and developing ideas.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- ● Anchor Standard 3: Refining and completing products.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Artistic Process - Producing
- ● Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
- ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- ● Anchor Standard 6: Conveying meaning through art.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Artistic Process - Responding
- ● Anchor Standard 7: Perceiving and analyzing products.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
- ● Anchor Standard 8: Interpreting intent and meaning.
  - ○ *Performance Expectations*
    - ■ 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- ● Anchor Standard 9: Applying criteria to evaluate products.
  - ○ Performance Expectations
    - ■ 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Artistic Process - Connecting

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- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
    - 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
- 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. - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. - 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. - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	- How do musicians generate creative ideas? - How do musicians make creative decisions? - How do musicians improve the quality of their creative work? - How do performers select repertoire? - How do musicians improve the quality of their performance? - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? - How do individuals choose music to experience? How does understanding the structure and context of music inform a response? - How do we judge the quality of musical work(s) and performance(s)? - How do we discern the musical creators' and performers' expressive intent? - How do musicians make meaningful connections to creating, performing, and responding? - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo affect music and my physical response to it?

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Content:
- Changed Voice, Unchanged Voice, Soprano, Alto, Tenor, Bass
- Jazz, Symphony, Solfeggio
- Timpani, Kettle drums, Bassline, Fanfare
- A Cappella, Diatonic Scale, Major Scale
- Major Scale, Minor Scale
- Musical diversity, Expression

Skills (Objectives):
- Distinguish between changed and unchanged voices. Name the four groups of voices.
- Accurately name *Fa* in at least one musical selection.
- Aurally identify a timpani in an orchestral setting
- Point to Fa in a song. Signal to identify unchanged voices.
- Signal to identify that a song is in either major or minor.
- Identify a song as major/minor. Identify ti in a song.

Interdisciplinary Connection(s):
Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:
- Social games and activities that focus on community and working together.
- Emotional expression through music.
- Sound and science connection.

NJSLS for Literacy
- **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.
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **L.RF.5.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **W.WP.5.4. -** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Mathematical Practice
- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills
- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Fifth Grade Music

Stage 2: Assessment Evidence

Performance Task(s):
- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:
- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:
Unit 3: Expressions Of Freedom:

Session 3.1 Sing Out For Freedom:
- Explore the 4 major voice categories of vocal music: soprano alto tenor and bass.
- Explain how voices change over time and age.

Session 3.2 Musical Freedom:
- Recognize and name pitches
- Use solfeggio syllables and critical listening skills to identify pitches.
- Recognize the jazz genre and its place in music history.

Session 3.3 Orchestral Colors:
- Recognize the percussion instruments of the orchestra
- Distinguish between the instruments based on tone colors and unique sounds.

Session 3.4 Seven Steps To Melody:
- Review the terminology of Solfeggio as these notes comprise famous melodies.
- Listen to these melodies
- Read about the historical context of these melodies, highlighting their importance in the music repertoire.

Session 3.5 Steps To A New Sound:
- Learn the history of the diatonic scale.
- Recognize some of its variations
- Listen to examples of where it is used in music.

Session 3.6 and 3.7 Expressions In Song:
- Understand that music allows people to express themselves freely and creatively.
- Discuss some of the artists who have made an impact through expressing themselves
- Understand how music influenced the artists.

Resources:
Materials for Unit 3:

Session 3.1:
- Music books
- Music Recordings
- Orff Orchestration O.8
- Singing Master S.5.3

Session 3.2:
- Music books
- Music Recordings
- Optional Resonator Bells
- Resource Master 3.1

Session 3.3:
- Music books
- Music Recordings
- Listening Map Transparency T.4
- Resource Master 3.2
- Music Instrument Master - Timpani

Session 3.4:
- Music books
- Music Recordings
- Resource Master 3.3

Session 3.5:
- Music books
- Music Recordings
- Optional Resonator Bells
- Resource Master 3.6
- Resource Master 3.4

Session 3.6 and 3.7:
- Music books
- Music Recordings
- Resource Master 3.6

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Session 3.8 Unit 3 Assessment:	Session 3.8:
● Review songs, skills and concepts learned in Unit 1 ● Identify voices as being either changed or unchanged ● Identify tonality as major or a minor	● Music books ● Music Recordings ● Resource Master 3.5 ● Resource Master TA.1

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
● Pitched instruments ● Two part harmony ● Visual Presentation ● Opportunity to Assist Peers ● Solo Demonstrations for Class ● Independent Study ● Accelerated Study ● Use of technology ● Student Choice	● Pitched instruments ● Two part harmony ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Guided Practice	● Unpitched instruments ● Speak-Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Rhythm Games ● Word Banks	● Unpitched instruments ● Speak Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Additional Rhythm Games ● Extra Teacher Assistance ● Reduced Workload

Unit Title: Unit 4 - Sea To Shining Sea

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts
Artistic Process - Creating
- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
    - 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.

Fifth Grade Music

- ■ 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that
- ■ demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process - Performing
- ● Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Pr4a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
    - ■ 1.3A.5.Pr4b - Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
    - ■ 1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
    - ■ 1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances
    - ■ 1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
    - ■ 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
- ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
    - ■ 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- ● Anchor Standard 6: Conveying meaning through art.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
    - ■ 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding
- ● Anchor Standard 7: Perceiving and analyzing products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Re7a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
    - ■ 1.3A.5.Re7b - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- ● Anchor Standard 8: Applying criteria to evaluate products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Re8a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- ● Anchor Standard 9: Interpreting intent and meaning.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Re9a - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process - Connecting
- ● Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Cn10a - Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- ● Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - ○ *Performance Expectations*
    - ■ 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Fifth Grade Music

Artistic Process - Creating
- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
    - 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
    - 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Artistic Process - Producing
- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Artistic Process - Responding
- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
- Anchor Standard 8: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- Anchor Standard 9: Applying criteria to evaluate products.
  - Performance Expectations
    - 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Artistic Process - Connecting
- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
    - 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Fifth Grade Music

Central Idea / Enduring Understanding:
- 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.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential/Guiding Question:
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo effect music and my physical response to it?

Content:
- Upbeat, Downbeat, Fermata
- Flat, Sharp, Half-step, Accidental, Key Signature, Natural, Whole-Step
- Verse, Refrain, Call-And-Response, Zydeco
- Time Signature, Meter, 6/8, 2/4, 3/4
- Key Signature, Sharps, Flats
- Two-part Singing

Skills(Objectives):
- Signal to indicate number of song phrases that begin with an upbeat
- Sing a C-Major scale using pitch and solfeggio syllables.
- Signal to show the change between verse and refrain in a variety of folk songs.
- Clap 2/4, 3/4, 4/4 and 6/8 meters with accuracy.
- Describe what is in the key signature and the tonal center of a song in F major.
- Sing a song in two-part harmony

Interdisciplinary Connection(s):
Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:
- Social games and activities that focus on community and working together.
- Emotional expression through music.
- Sound and science connection.

Fifth Grade Music

NJSLS for Literacy
- **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.
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **L.RF.5.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **W.WP.5.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Mathematical Practice
- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills
- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
● Formative Assessment ● Rhythmic Accuracy ● Performance ● Self-Assessment ● Pitch Awareness ● Participation ● End-of-Marking Period Assessment	● Class-Work Review ● Teacher Observation ● Group & Cooperative Work ● Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Session 4.1 Traveling Through America: ● Explore some of the musical pieces that have exemplified America's sound,	**Session 4.1:** ● Music books ● Music Recordings

Fifth Grade Music

- Understand the critical topics like phrasing and syncopation.
- Understand how fermatas can be used to sustain an emotion.

Session 4.2 Traveling With Music:
- Understand the importance of musicianship
- Listen to songs that speak of traveling.
- Understand that travel was a lengthy process before modern times, and music was a good past time for many people.

Session 4.3 Moving Through The Southland:
- Review sections of familiar songs, highlighting the importance of form in music.
- Analyze familiar melodies to recognize the patterns that exist within them.

Session 4.4 You Can't Go Far Without Meter:
- Understand that the meter of a song describes the rules of counting
- Understand that meter can be used in a multitude of ways.
- Explore the possibilities of meter; what the two numbers mean and how to count them
- Explore examples of some of the less common time signatures encountered.

Session 4.5 Westward Bound On A Trail Of Music:
- Name the tonal centers by seeing and using key signatures.

Session 4.6 A Musical Game From The Plains:
- Play singing game as an end of year review
- Enjoy music history by playing singing game

Session 4.7 and 4.8 Revisiting Subtraction Story Problems
- Review songs, skills and concepts learned in Unit 1
- Identify and use 4/4 meter, aurally and visually
- Identify sharps and flats
- Identify and use patterns in 6/8 meter.

- Orff Orchestration O.9
- Resource Master 4.1
- Singing Master S.5.4
- Optional Map of America

Session 4.2:
- Share The Music books
- Music Recordings
- Optional Piano or Resonator Bells
- Resource Master 4.2 and 4.3
- Orff Orchestration O.10

Session 4.3:
- Share The Music books
- Music Recordings
- Orff Orchestration O.11
- Singing Master S.5.5

Session 4.4:
- Share The Music books
- Music Recordings
- Resource Master 4.4
- Resource Master 4.5
- Orff Orchestration O.12

Session 4.5:
- Share The Music books
- Music Recordings
- Optional Piano or Resonator Bells
- Resource Master 4.6 and 4.7

Session 4.6:
- Music books
- Music Recordings
- Optional Drums and Rattles

Session 4.7 and 4.8:
- Music books
- Music Recordings
- Resource Master 4.9
- Resource Master TA.1

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
- Pitched instruments - Two part harmony - Visual Presentation - Opportunity to Assist Peers - Solo Demonstrations for Class	- Pitched instruments - Two part harmony - Visual Presentation - Use of a Variety of Media to Present Information - Flexible grouping	- Unpitched instruments - Speak-Sing - Visual Presentation - Use of a Variety of Media to Present Information	- Unpitched instruments - Speak Sing - Visual Presentation - Use of a Variety of Media to Present Information

Fifth Grade Music

• Independent Study • Accelerated Study • Use of technology • Student Choice	• Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Guided Practice	• Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Rhythm Games • Word Banks	• Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload

Fifth Grade Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One – United by Music	7 days	--
Unit Two – Power in Rhythm	7 days	14 days
Unit Three – Expressions of Freedom	8 days	22 days
Unit Four – Sea to Shining Sea	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Music sessions during the course of the year.