

Long Beach Island Consolidated School District Curriculum

Grade: 3-6	Content Area: General Music
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Introduction:

In K-6 General Music students express themselves through song, dance, and theatrical performances. Students are introduced to different instruments that would be played for formal audiences. The concepts of rhythm, melody, form, movement, and concert preparation/etiquette will be ongoing throughout the school year. All music units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018
Revised on: August 5, 2019
Revised by: C. McBride

Recommended Pacing Guide	
Rhythm	8 days
Melody	8 days
Form	7 days
Movement	7 days
Instrumental	7 days

*There are about 35 general music classes throughout the school year.

Unit 1: Rhythm	Duration: 8 days throughout
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems. ● 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. ● 1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments. ● 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. ● 1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. ● 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter. ● 1.3.5. A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways. 	
Primary Interdisciplinary Connections:	

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- **ELA - NJSL/ELA:**

- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **Social Studies:**

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.

21 Century Life and Careers Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Written assessments
- Performances
- Demonstration

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final

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	<p>project or performance</p> <ul style="list-style-type: none"> ● Portfolio Review
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance ● Observation ● Individual evaluation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary ● Beginning of the year, mid-year and end of the year portfolio
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Reading music and performing it on various instruments. ● Proper playing technique for various pitched and unpitched percussion instruments. ● Motor activities and movement can represent a steady beat. ● Listen to and understand simple and compound meter (macro and micro beat). ● Reading and performing rhythms in 3/4 and 4/4. ● Music is composed using various mathematical patterns and formulas. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the difference between simple and compound meter? ● What is the difference between beat and rhythm? ● What is the difference between the macro and micro beat? ● Can I independently maintain a rhythm pattern within the steady beat?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Fall: <i>Back to School Chant, Hey Ya Nah, Thanksgiving Ostinati, Addams Family</i> cup passing game ● Winter: <i>Jingle Bells, Sleigh Ride, Trepak</i> cup passing, <i>Winter compositions, Snowball Fight</i> ● Spring: <i>Rhythm Building Blocks, Chicken on a Fencepost, Frog in the Meadow</i> 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <u>When the Beat was Born: DJ Kool Herc and the Creation of Hip Hop</u> by Laban Carrick Hill ● Teacher made rhythm sheets modified from <u>Orff Schulwerk Volumes 1-5, The Orff Source, Book 1</u> by: Denise Gagne and <u>Purposeful Pathways</u> by: Roger Sams and BethAnn Hepburn ● Elementary rhythm flashcards https://www.youtube.com/watch?v=Qn7flgEmYgM ● <u>Rhythm Building Blocks for Back to School</u> ● <u>Snowball Fight</u>

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Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications
- Repeat songs
- Provide translated materials
- Provide differentiation for students as needed
- Use student helpers and cooperative learning
- Use visual aids
- Illustrate song phrases
- Rephrase vocabulary
- Recognize native languages and cultures
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Create a word wall

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Motivate and encourage students
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

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- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 2: Melody

Duration: 8 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1.5. B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5. B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.3.5. B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5. B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- 1.3.5. B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- 1.3.5. B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development;

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summarize the key supporting details and ideas.

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence

21 Century Life and Careers Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Observation
- Performance
- Compositions
- Do now questions, quizzes

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final

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	<p>project or performance</p> <ul style="list-style-type: none"> ● Portfolio Review
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance ● Observation ● Individual evaluation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary ● Beginning of the year, mid-year, and end of the year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Identify and understand the difference between leap and step ● Identify and play melodic contour ● Identify, perform and move to melodic rhythm, imitation and ostinato. ● Identify, perform and move to melodic phrases (same, different, longer, and shorter) ● Define solo and explain its role in the melody of a piece or song. ● Identify what instrument holds the melody by performing and listening to examples. ● Identify and locate the letter names of the treble clef staff. ● Perform simple melodies on pitched percussion. ● Improvise melodies on pitched percussion. ● Understand and utilize solfege syllables: [sol, mi, la], [mi, re, do] by the end of fifth grade. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the difference between a leap and a step? ● What are the notes on the lines and spaces of the treble clef staff? ● What is the difference between melody and harmony? ● What is an ostinato? ● What is a bordun?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Major vs minor exploration with spooky sounds on pitched percussion ● Exploring the various ways to use your voice to demonstrate mood ● <i>Hey Ya Nah</i> and exposure to modal music 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <u>M is for Melody</u> by Kathy-jo Wargin ● Teacher made melodic sheets modified from <u>Orff Schulwerk Volumes 1-5</u>, <u>The Orff Source, Book 1</u> by: Denise Gagne and <u>Purposeful Pathways</u> by: Roger Sams and BethAnn Hepburn
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- Explore 5-note pentatonic scale on pitched percussion

- Elementary rhythm flashcards
<https://www.youtube.com/watch?v=Qn7flgEmYgM>

Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications
- Repeat songs
- Provide translated materials
- Provide differentiation for students as needed
- Use student helpers and cooperative learning
- Use visual aids
- Illustrate song phrases
- Rephrase vocabulary
- Recognize native languages and cultures
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Create a word wall

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Motivate and encourage students
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy

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- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
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- Share the decision making in class.
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- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 3: Form

Duration: 8 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

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- 1.1.5. B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.2.5. A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3.5. B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5. B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

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1.3.5. B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

1.3.5. B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Primary Interdisciplinary Connections:

- **ELA - NJSLA/ELA:**

- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **Social Studies:**

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

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21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
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21st Century Life and Careers Standards:

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

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Class participation

Alternative Assessments:

- Rubric or Observation Checklist scoring

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<ul style="list-style-type: none"> ● Observation ● Performance ● Compositions ● Do now questions and weekly quizzes 	<p style="margin-left: 20px;">student planning, lyrics, sheet music, or practice towards performance</p> <ul style="list-style-type: none"> ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance ● Observation ● Individual evaluation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary ● Beginning of the year, mid-year, and end of the year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Map out the form of a song using form terminology. ● Perform and move to various call and response, AB, ABA and Rondo compositions. ● Improvise on pitched percussion using AB form ● Improvise on pitched percussion using ABA ● Perform keyboard pieces in various forms ● Choreograph a movement piece utilizing various forms. ● Identify, perform and move to AB, ABA, and rondo music. ● Identify and perform introduction/coda in music compositions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does form impact a musical composition? ● Why is form important? ● How can we use form to create our own musical compositions? ● How can we use our body to show different parts of form? ● How can we use instruments to show different parts of form?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● <i>Addams Family Cup Passing Game</i> ● <i>Trepak Cup Passing Game</i> ● <i>Sleigh Ride (Form)</i> ● AB, ABA, Rondo form composition with seasonal rhythm building blocks 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Rhythm building block cards ● Teacher made form maps modified from <u>Orff Schulwerk Volumes 1-5</u>, <u>The Orff Source, Book 1</u> by: Denise Gagne and <u>Purposeful Pathways</u> by: Roger Sams and BethAnn Hepburn
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- Elementary rhythm flashcards
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Modifications/Accommodations

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- Provide differentiation for students as needed
- Use student helpers and cooperative learning
- Use visual aids
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- Recognize native languages and cultures
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Create a word wall

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
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- Use colored notes instead of traditional notation
- Place note names under the notes
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- Volume
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Students at Risk of Failure:

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- Provide structure and adhere to a consistent daily routine with clear and concise rules
 - Facilitate successful experiences
- Economically Disadvantaged:**
- Provide clear, achievable expectations, do not lower academic requirements for them.
 - Build a safe and nurturing atmosphere
 - Perspective and experiences of the children need to be considered
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 - Use real-world examples and create mental models for abstract idea
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 - Share the decision making in class.
 - Daily affirmations
 - Asking to hear students' hopes and offering reinforcements of those hopes
 - Telling students why they can succeed
- Culturally Diverse:**
- Involve families in student learning
 - Provide social/emotional support
 - Respect cultural traditions
 - Build in more group work to encourage interaction with peers
 - Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 4: Movement	Duration: 7 days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <p>1.2.5. A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5. A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5. A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others,</p>	

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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.

1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**

- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **Social Studies:**

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

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- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

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<p>Formative Tasks:</p> <ul style="list-style-type: none"> • Do now questions • Observation • Performance • Compositions • Class Participation and weekly quizzes 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance • Portfolio Review
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance • Observation • Individual evaluation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Oral Review of Techniques and Vocabulary • Beginning of the year, mid-year, and end of the year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Feeling music throughout your body helps develop and internal beat that transfers to all aspects of music. • Dancing and music have common patterns and mathematical contrasts that further develop your ability as a musician. • Movement can be used to demonstrate rhythm, melody, form and style of a musical composition. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does movement enhance a performance? • What different ways can I use my body to show the music? • How are dance and music related? How are they different?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • For recorders, xylophones, boomwhackers, or voice. Discuss music staff, start with B quarter notes, tapping foot to beat and reading from board or book while fingering or playing in instrument or singing pitch. Follow with the same for A. And then use simple 4-8 note phrases of B and A alternating. Perform with solo's, groups, and full group. • Emphasize beat and appropriate tone quality. • <i>"Follow the Drinking Gourd"</i> discuss the code words that would have given the slaves 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Teacher modified movement maps and prompts from <u>Orff Schulwerk Volumes 1-5</u>, <u>The Orff Source, Book 1</u> by: Denise Gagne and <u>Purposeful Pathways</u> by: Roger Sams and BethAnn Hepburn • Various musical excerpt examples • <u>Chimes of Dunkirk</u> and <u>Alabama Gal</u> from New England Dance Masters series • <u>Charlie Parker Played Be Bop</u> by Chris Raschka • <u>Leaf Man</u> by Lois Ehlert

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directions for escape to the North. Sing the song adding a rhythmic ostinato that mimics the words “drinkin’ gourd”. As a follow-up activity watch a reading by Morgan Freeman of the book *“Follow the Drinking Gourd”* by Jeanette Winter.

- Using a recording of Mozart’s “Turkish Rondo” listen for the three major repeating themes. Determine a movement to perform with each of the three sections and practice the motions. In scatter position have students perform motions to the recording. Have students guess what a rondo is and define. As time allows watch a performance of a pianist playing the “Turkish Rondo” on YouTube.
- Sing as a group sea chanteys: *“Haul Away Joe”* and *“Going to Boston.”*
- *Indiana Jones Raiders March* movement to reinforce rondo
- *AB Addams Family Cup Passing*

- Max Found Two Sticks by Brian Pickney
- Thump Thump Rat-a-Tat-tat by Gene Baer
- We All Went on Safari: A Counting Journey through Tanzania by Laurie Krebs and Julia Cairns
- America the Beautiful
- Who Is Dolly Parton? By True Kelley
- Aaron Copland (Getting to Know the World's Greatest Composers) by Mike Venezia
- Young Mozart by Rachel Isadora
- Famous Composers Reference Book by Usborne Publishing
- Zin! Zin! Zin! A Violin Lloyd Moss
- By the Dawn's Early Light, The Story of the Star-Spangled Banner Steven Kroll
- Can You Sing "The Star-Spangled Banner"? Martha E.H. Rustad
- When Marian Sang Pam Munoz Ryan
- I Know a Shy Fellow Who Swallowed a Cello Barbara S. Garriel

Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications
- Repeat songs
- Provide translated materials
- Provide differentiation for students as needed
- Use student helpers and cooperative learning
- Use visual aids
- Illustrate song phrases
- Rephrase vocabulary
- Recognize native languages and cultures
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Create a word wall

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Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Motivate and encourage students
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support

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- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 5: Instrumental

Duration: 7 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.1.5.B.CS2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
- 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Careers Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Observation
- Performance
- Compositions
- Participation
- Do Now questions
- Exit slips
- Listening charts

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

Summative Assessments:

- Performance
- Observation
- Individual evaluation
- Weekly quizzes
- Listening assignments
- Student-taught lessons
- Portfolio/journal

Benchmark Assessments:

- Oral Review of Techniques and Vocabulary
- Beginning of the year, mid- year and end of the year SGO

Knowledge & Skills

Enduring Understandings:

- Instrumental music study aids in the development of the elements of music.
- Literacy skills transfer to ELA and mathematics skills with through the task of decoding and organizing.
- Instrumental performance prepares students to enter a formal instrumental music

Essential Questions:

- How do I put the instrument together properly? What are all the parts of the instrument and how do they connect to make sound?
- How do I correctly hold and produce a sound on the instrument?
- How does an instrument contribute to the

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curriculum in upper elementary.	ensemble? How can I best blend my sound with others to create harmony and balance?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Recorder/flutophone for 3rd and 4th grade • Ukulele for 4th and 5th grade • Centers for recorder/flutophone - note decoding, note name practice, practice test for recorder/flutophone karate, accompanying on pitched percussion • Performing with a variety of instruments and vocals to create a well-rounded music student 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • <u>Charlie Parker Played Be Bop</u> by Chris Raschka • <u>Leaf Man</u> by Lois Ehlert • <u>Max Found Two Sticks</u> by Brian Pickney • <u>Thump Thump Rat-a-Tat-tat</u> by Gene Baer • <u>We All Went on Safari: A Counting Journey through Tanzania</u> by Laurie Krebs and Julia Cairns • <u>America the Beautiful</u> • <u>Who Is Dolly Parton?</u> By True Kelley • <u>Aaron Copland (Getting to Know the World's Greatest Composers)</u> by Mike Venezia • <u>Young Mozart</u> by Rachel Isadora • <u>Famous Composers Reference Book</u> by Usborne Publishing • <u>Zin! Zin! Zin! A Violin</u> Lloyd Moss • <u>By the Dawn's Early Light, The Story of the Star-Spangled Banner</u> Steven Kroll • <u>Can You Sing "The Star-Spangled Banner"?</u> Martha E.H. Rustad • <u>When Marian Sang</u> Pam Munoz Ryan • <u>I Know a Shy Fellow Who Swallowed a Cello</u> Barbara S. Garriel • <u>Recorder Karate</u> adapted/modified by teacher as needed • <u>Rainbow Ukulele</u> Series by: Pitch Publications • Teacher modified ukulele songs with chord diagrams

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