

# MUSIC – Grade 5

## **Standard 1: Visual and Performing Arts**

### **Standard 1.1 (The Creative Process)**

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

### **Standard 1.2 (History of the Arts and Culture)**

All students will understand the role, development, and influence of the arts throughout history and across cultures.

### **Standard 1.3 (Performing)**

All students will synthesis skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

### **Standard 1.4 (Aesthetic Responses & Critique Methodologies)**

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

***The standards in this document reflect and are aligned to the 2014 NJ Student Learning Standards for Visual and Performing Arts.***

**Stage 1 – Desired Results**

<p><b>NJSLS: 1.4</b></p>	<p><b>Unit #1/Big Idea:</b> All students will use aesthetic knowledge in creating and responding to music.</p>
<p><b>Enduring Understanding(s):</b>  <b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>● Aesthetics fosters musical appreciation, interpretation, imagination, significance and value on a personal and collective level.</li> <li>● Studying music fosters a deeper form of communication that encompasses the physical, emotional, mental, and spiritual responses to the structure of music.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does music influence my life?</li> <li>● How is society and culture influenced by music?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</li> <li>● Formalism in dance, <b>music</b>, theatre, and visual art varies according to personal, cultural and historical contexts. (<i>e.g., definition of formalism</i>).</li> <li>● Criteria for determining aesthetic merit of artwork vary according to context.</li> <li>● Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, <b>music</b>, theatre, and visual art according to established classifications.</li> <li>● 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>● 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).</li> </ul>

<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	<p><b>Integration of 21st Century Themes and Skills:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP11. Use technology to enhance productivity.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Required Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Students create a music favorites inventory listing their favorite songs, musicians, musical styles, musical shows, TV/Commercial show themes, movie show themes, video game themes, instrumental music themes, etc.</li> <li>● Students (in small groups) pick one of their favorites for Musical Role Playing of being a performer, audience member, master of ceremonies, conductor, composer, listener, critic, technician, director, producer, etc.</li> <li>● Assess students' emotional responses, both individually and collectively, that result from listening to music from various styles and cultures.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Musical family tree.</li> <li>● Singing, humming, playing themes or entire pieces of music.</li> <li>● Oral quizzes (terminology, musical ingredients, instrumentation, styles of music, etc.)</li> </ul>

### Stage 3 – Learning Plan

#### Suggested Learning Activities:

- Discuss Essential Questions.
- ‘Hum and Name That Theme’ Game: Students study the Music Elements (Ingredients) wall chart and learn that rhythm, melody and harmony combine to make a theme. A student volunteers to hum a theme. The active listening students listen with heads down and eyes closed. When ‘humming’ student completes the theme, active listening students sit up, raise their hands and identify the theme. Students can play the game once per class period.
- Favorites Inventory and Song Repertoire Worksheet: Students list favorite songs, musicians, musical shows, T.V. Shows/Commercials, music technology and pick one to perform with a small group. Musical role playing of being a performer, audience member, master of ceremonies, conductor, composer, listener, critic, technician, director, producer, etc. Audience members act out various appropriate responses (i.e., applause, standing ovation, etc.)
- Possible extension activity: Students create a musical family tree.
- Listening to music to determine how it makes us feel.

#### Activities done throughout all units:

- Class discussion and sharing.
- Call and response exchanges.
- Singing, humming, playing themes or entire pieces of music.
- Listening to and responding to pre-recorded musical selections.
- Requests for specific musical selections.
- Individual performances.
- Small group musical ensemble interaction.
- Large group musical responses.
- Auditory awareness.
- Passive listening and active listening.
- Students showcase their talent by singing, playing, and performing music previously learned through venues outside the music class.

### Modifications

#### Special Education:

- Develop target vocabulary
- Scaffold comprehension
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Teach key aspects of a topic. Eliminating nonessential information.

#### English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Allow Varied Responses
- Target vocabulary

<ul style="list-style-type: none"> <li>● Allow performances to demonstrate student’s learning</li> <li>● Provide opportunities for practice</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffold comprehension</li> <li>● Scaffold content-literacy reading</li> <li>● Use videos, illustrations, pictures, and drawings to explain or clarify.</li> <li>● Allow performances to demonstrate student’s learning</li> </ul>
<p><b>Students at Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>● Utilize TIME Mentor Program</li> <li>● Build a relationship</li> <li>● Allow flexible due dates</li> <li>● Employ strategies from Classroom Instruction that Works</li> <li>● Create the Opportunity to Learn strategies</li> <li>● Build lessons around student interests</li> </ul>	<p><b>Gifted Students:</b></p> <ul style="list-style-type: none"> <li>● Use flexible grouping</li> <li>● Give individual performance</li> <li>● Differentiate performance assignments</li> <li>● Offer student choice</li> <li>● Use multiple intelligence options</li> <li>● Focus on Habits of Mind</li> <li>● Focus on Webb’s Depth of Knowledge - Emphasis on Level 4</li> </ul>
<p><b>Core Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Quaver Music</li> <li>● Newsela.com for leveled texts</li> <li>● You Tube (music samples)</li> <li>● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod</li> </ul>	

**Stage 1 – Desired Results**

<p><b>NJSLS: 1.3</b></p>	<p><b>Unit #2/Big Idea:</b> Active participation in music leads to a comprehensive understanding of the musical imagination and creative process.</p>
<p><b>Enduring Understanding(s):</b>  <b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>● Though the musician’s imagination and intuition serve as inspiration, music making requires discipline and a mastery of skills to create music.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does creating and performing music affect our overall response to music?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● Increasingly complex scores may include compound meters and the grand staff.</li> <li>● Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</li> <li>● Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</li> <li>● Decoded musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts (<i>e.g., texture, harmony, melody, rhythm</i>).</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</li> <li>● 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</li> <li>● 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.</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul>	<p><b>Integration of 21st Century Themes and Skills:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> </ul>

<ul style="list-style-type: none"> <li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	<ul style="list-style-type: none"> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP11. Use technology to enhance productivity.</li> </ul>
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**Stage 2 – Assessment Evidence**

<p><b>Required Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Large group singing and ensemble performance of varied songs styles.</li> <li>● Students perform original compositions and standard songs at music keyboard and idiophone/membranophone activity centers.</li> <li>● Small group student ensembles choreograph and perform songs from music books using CD Accompaniment and Karaoke Room.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Assess music skills using music websites.</li> <li>● Assess music notation knowledge using music board games.</li> </ul>
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**Stage 3 – Learning Plan**

**Suggested Learning Activities:**

- Discuss Essential Questions.
- Students examine music books for songs they would and would not be able to sing with the understanding that music books are complicated visual music notation representations of an aural art form.

For the following; students are introduced to various skills and then they go to corresponding music activity center:

- Singing and playing themes by ear.
- Students locate musical themes and lyrics in song staff notation.
- Students identify song form in staff notation.
- Students identify music notation symbols for each of the musical elements in both standard treble clef notation and grand staff notation.
- Students identify and classify instruments according to the World Instrument Classification System.
- Students learn to compose, notate, and perform original rhythm patterns using vocal chant, body percussion, and classroom idiophone and membranophone rhythm instruments.
- Students learn basic keyboard characteristics through the Keyboard Exploration Chart.
- Students learn to sing, play, notate, and perform, original scale/chord melodies using piano, keyboards, xylophones, boom-wackers, autoharps, etc.
- Students learn to improvise simple rhythmic and melodic themes over a prescribed harmonic chord progression.

**Additional Activities:**

- Music websites.
- Music board games.

**Activities done throughout all units:**

- Class discussion and sharing.
- Call and response exchanges.
- Singing, humming, playing themes or entire pieces of music.
- Listening to and responding to pre-recorded musical selections.
- Requests for specific musical selections.
- Individual performances.
- Small group musical ensemble interaction.
- Large group musical responses.
- Auditory awareness.
- Passive listening and active listening.
- Students showcase their talent by singing, playing, and performing music previously learned through venues outside the music class.

**Modifications****Special Education:****English Language Learners (ELLs):**

<ul style="list-style-type: none"> <li>● Develop target vocabulary</li> <li>● Scaffold comprehension</li> <li>● Use videos, illustrations, pictures, and drawings to explain or clarify.</li> <li>● Teach key aspects of a topic. Eliminating nonessential information.</li> <li>● Allow performances to demonstrate student’s learning</li> <li>● Provide opportunities for practice</li> </ul>	<ul style="list-style-type: none"> <li>● Model Thinking Aloud</li> <li>● Encourage Partner Talk</li> <li>● Repeat and Clarify</li> <li>● Provide a Sequence</li> <li>● Allow Varied Responses</li> <li>● Target vocabulary</li> <li>● Scaffold comprehension</li> <li>● Scaffold content-literacy reading</li> <li>● Use videos, illustrations, pictures, and drawings to explain or clarify.</li> <li>● Allow performances to demonstrate student’s learning</li> </ul>
<p><b>Students at Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>● Utilize TIME Mentor Program</li> <li>● Build a relationship</li> <li>● Allow flexible due dates</li> <li>● Employ strategies from Classroom Instruction that Works</li> <li>● Create the Opportunity to Learn strategies</li> <li>● Build lessons around student interests</li> </ul>	<p><b>Gifted Students:</b></p> <ul style="list-style-type: none"> <li>● Use flexible grouping</li> <li>● Give individual performance</li> <li>● Differentiate performance assignments</li> <li>● Offer student choice</li> <li>● Use multiple intelligence options</li> <li>● Focus on Habits of Mind</li> <li>● Focus on Webb’s Depth of Knowledge - Emphasis on Level 4</li> </ul>
<p><b>Core Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Quaver Music</li> <li>● Newsela.com for leveled texts</li> <li>● You Tube (music samples)</li> <li>● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod</li> </ul>	

<b>Stage 1 – Desired Results</b>	
<b>NJSLS: 1.1</b>	<b>Unit #3/Big Idea:</b> An understanding of the elements and principles of music is essential to the creative process and musical production.
<b>Enduring Understanding(s):</b> <b>Students will understand that...</b> <ul style="list-style-type: none"> <li>● Music is created by combining the elements of music.</li> <li>● The elements of music can be found in all musical works.</li> <li>● Music is an aural art form that can exist with and without music notation.</li> <li>●</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do the elements of music guide the creation of musical works?</li> <li>● How can the elements of music be written in music notation?</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>● Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li> <li>● 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.</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</li> <li>● 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</li> </ul>
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> </ul>	<b>Integration of 21st Century Themes and Skills:</b> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>

<ul style="list-style-type: none"> <li>● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	<ul style="list-style-type: none"> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP11. Use technology to enhance productivity.</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Required Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Assess students on their capability to identify the Elements of Music both aurally and in visual music notation of existing pieces of music.</li> <li>● Assess Call and Response activities for rhythm/melody/harmony components.</li> <li>● Compose, notate, and perform macro-beat and micro-beat rhythm patterns, unified by meter, rhythm, and tempo.</li> <li>● Compose, notate, improvise, and perform scale and chord melodies over given harmonic chord progressions.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Oral Quiz on elements of music.</li> </ul>
<b>Stage 3 – Learning Plan</b>	

**Suggested Learning Activities:**

- Discuss Essential Questions.
- Students memorize the names of the elements of music (also referred to as ‘music ingredients’).
- Students audiate rhythm through vocal syllabic chant and body percussion as a prerequisite for reading, playing, and composing rhythm notation.
- Students identify time signature notation in relation to meter.
- Students identify quarter, half, and whole note in relation to macro-beats.
- Students identify eighth and sixteenth notes in relation to micro-beats.
- Students audiate melody using Zoltan Kodaly hand signals and solfegge syllables as a prerequisite for reading, playing, and composing scale and chord melody.
- Students identify the melody alphabet and scale and chord patterns on staff line music notation.
- Students audiate the harmony by singing and playing the home tone and root tones of chords and chord progressions.
- Students recognize chord symbols in music notation.
- Students sing simple harmony descants and countermelodies.
- Students aurally identify major/minor tonality.
- Students identify key signature notation in relation to major/minor tonality.

**Activities done throughout all units:**

- Class discussion and sharing.
- Call and response exchanges.
- Singing, humming, playing themes or entire pieces of music.
- Listening to and responding to pre-recorded musical selections.
- Requests for specific musical selections.
- Individual performances.
- Small group musical ensemble interaction.
- Large group musical responses.
- Auditory awareness.
- Passive listening and active listening.
- Students showcase their talent by singing, playing, and performing music previously learned through venues outside the music class.

**Modifications**

<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● Develop target vocabulary</li> <li>● Scaffold comprehension</li> <li>● Use videos, illustrations, pictures, and drawings to explain or clarify.</li> <li>● Teach key aspects of a topic. Eliminating nonessential information.</li> <li>● Allow performances to demonstrate student’s learning</li> <li>● Provide opportunities for practice</li> </ul>	<p><b>English Language Learners (ELLs):</b></p> <ul style="list-style-type: none"> <li>● Model Thinking Aloud</li> <li>● Encourage Partner Talk</li> <li>● Repeat and Clarify</li> <li>● Provide a Sequence</li> <li>● Allow Varied Responses</li> <li>● Target vocabulary</li> <li>● Scaffold comprehension</li> <li>● Scaffold content-literacy reading</li> <li>● Use videos, illustrations, pictures, and drawings to explain or clarify.</li> <li>● Allow performances to demonstrate student’s learning</li> </ul>
<p><b>Students at Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>● Utilize TIME Mentor Program</li> <li>● Build a relationship</li> <li>● Allow flexible due dates</li> <li>● Employ strategies from Classroom Instruction that Works</li> <li>● Create the Opportunity to Learn strategies</li> <li>● Build lessons around student interests</li> </ul>	<p><b>Gifted Students:</b></p> <ul style="list-style-type: none"> <li>● Use flexible grouping</li> <li>● Give individual performance</li> <li>● Differentiate performance assignments</li> <li>● Offer student choice</li> <li>● Use multiple intelligence options</li> <li>● Focus on Habits of Mind</li> <li>● Focus on Webb’s Depth of Knowledge - Emphasis on Level 4</li> </ul>
<p><b>Core Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Quaver Music</li> <li>● Newsela.com for leveled texts</li> <li>● You Tube (music samples)</li> <li>● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod</li> </ul>	

<b>Stage 1 – Desired Results</b>	
<b>NJSLS: 1.4</b>	<b>Unit #4/Big Idea:</b> Through the critical process, students formulate judgments regarding artistic and aesthetic merits of music.
<b>Enduring Understanding(s):</b> <b>Students will understand that...</b> <ul style="list-style-type: none"> <li>● The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How can critique benefit or not benefit the musical process?</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>● Identify criteria for evaluating performances results in deeper understanding of art and art-making.</li> <li>● Decoding simple contextual clues requires evaluation mechanisms such as rubrics, to sort fact from opinion.</li> <li>● While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</li> <li>● Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design</li> <li>● Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, <b>music</b>, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?)</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, <b>music</b>, theatre, and visual artworks using observable, objective criteria.</li> <li>● 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</li> <li>● 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, <b>music</b>, theatre, and visual art.</li> <li>● 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</li> <li>● 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, <b>music</b>, theatre, and visual art.</li> </ul>

<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	<p><b>Integration of 21st Century Themes and Skills:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP11. Use technology to enhance productivity.</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Required Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Students critique student performances and compositions using appropriate rubric criteria.</li> <li>● Students evaluate their responses to musicians, musical performances, and standard musical works using appropriate music terminology.</li> </ul>	<p><b>Other Evidence:</b></p>
<b>Stage 3 – Learning Plan</b>	

<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Discuss Essential Questions.</li> <li>● Students address the musical ‘Why?’ for their personal likes and dislikes for certain musicians, musical styles, and pieces of music. At end of various student performances discuss the elements of proper critique.</li> </ul>	<p><b>Activities done throughout all units:</b></p> <ul style="list-style-type: none"> <li>● Class discussion and sharing.</li> <li>● Call and response exchanges.</li> <li>● Singing, humming, playing themes or entire pieces of music.</li> <li>● Listening to and responding to pre-recorded musical selections.</li> <li>● Requests for specific musical selections.</li> <li>● Individual performances.</li> <li>● Small group musical ensemble interaction.</li> <li>● Large group musical responses.</li> <li>● Auditory awareness.</li> <li>● Passive listening and active listening.</li> <li>● Students showcase their talent by singing, playing, and performing music previously learned through venues outside the music class.</li> </ul>
<p><b>Modifications</b></p>	
<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● Develop target vocabulary</li> <li>● Scaffold comprehension</li> <li>● Use videos, illustrations, pictures, and drawings to explain or clarify.</li> <li>● Teach key aspects of a topic. Eliminating nonessential information.</li> <li>● Allow performances to demonstrate student’s learning</li> <li>● Provide opportunities for practice</li> </ul>	<p><b>English Language Learners (ELLs):</b></p> <ul style="list-style-type: none"> <li>● Model Thinking Aloud</li> <li>● Encourage Partner Talk</li> <li>● Repeat and Clarify</li> <li>● Provide a Sequence</li> <li>● Allow Varied Responses</li> <li>● Target vocabulary</li> <li>● Scaffold comprehension</li> <li>● Scaffold content-literacy reading</li> <li>● Use videos, illustrations, pictures, and drawings to explain or clarify.</li> <li>● Allow performances to demonstrate student’s learning</li> </ul>

**Students at Risk of School Failure:**

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

**Gifted Students:**

- Use flexible grouping
- Give individual performance
- Differentiate performance assignments
- Offer student choice
- Use multiple intelligence options
- Focus on Habits of Mind
- Focus on Webb's Depth of Knowledge - Emphasis on Level 4

**Core Instructional Materials:**

- Quaver Music
- Newsela.com for leveled texts
- You Tube (music samples)
- Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod

<b>Stage 1 – Desired Results</b>	
<b>NJSLS: 1.2</b>	<b>Unit #5/Big Idea:</b> The relationship of music and culture is mutually dependent; culture affects music and music reflects and preserves culture.
<b>Enduring Understanding(s):</b> <b>Students will understand that...</b> <ul style="list-style-type: none"> <li>● Culture affects self-expression.</li> <li>● The style of music is directly related to a time and place in history.</li> <li>● Musicians can represent and transcend the history of a style of music.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How does music influence culture and culture influence music?</li> <li>● What role do musicians play in defining styles of music in culture and time periods of history?</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>● Art and culture reflect and affect each other.</li> <li>● Characteristic approaches to content, form, style, and design define art genres.</li> <li>● Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● 1.2.5.A.1 Recognize works of dance, <b>music</b>, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>● 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, <b>music</b>, theatre, and visual art.</li> <li>● 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, <b>music</b>, theatre, and visual art from diverse cultures throughout history.</li> </ul>
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,</li> </ul>	<b>Integration of 21st Century Themes and Skills:</b> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> </ul>

<p>building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	<ul style="list-style-type: none"> <li>● CRP11. Use technology to enhance productivity.</li> </ul>
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**Stage 2 – Assessment Evidence**

<p><b>Required Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Students research and listen to musicians, musical styles, instruments, musical events, and current music news, etc. via worksheet handouts, books, newspapers, periodicals, CD's, Video, DVD's, Television, Radio, Internet, etc.</li> <li>● Assess students' emotional responses, both individually and collectively, that result from listening to music from various styles and cultures.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Music news reporter presentations.</li> <li>● Class discussion and appropriate 'passive and active' listening response.</li> <li>● Students follow musical listening maps of established pieces of music that serve as benchmarks of style, history, and culture.</li> </ul>
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**Stage 3 – Learning Plan**

**Suggested Learning Activities:**

- Discuss Essential Questions.
- Introduce students to instruments of the symphony orchestra by listening to excerpts of famous pieces of orchestra music that feature its the main theme.
- Use a listening map to follow a complete orchestral work.
- Listen to the music of a famous musician to demonstrate how they represent a musical style and possibly transcend it.
- Listen to music from various styles and cultures to examine how their unique musical sound has contributed to and influenced the world of music.
- Introduce the concepts/elements of musical theatre.

**Activities done throughout all units:**

- Class discussion and sharing.
- Call and response exchanges.
- Singing, humming, playing themes or entire pieces of music.
- Listening to and responding to pre-recorded musical selections.
- Requests for specific musical selections.
- Individual performances.
- Small group musical ensemble interaction.
- Large group musical responses.
- Auditory awareness.
- Passive listening and active listening.
- Students showcase their talent by singing, playing, and performing music previously learned through venues outside the music class

**Modifications****Special Education:**

- Develop target vocabulary.
- Scaffold comprehension
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Teach key aspects of a topic. Eliminating nonessential information.
- Allow performances to demonstrate student's learning
- Provide opportunities for practice.

**English Language Learners (ELLs):**

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Allow Varied Responses
- Target vocabulary
- Scaffold comprehension
- Scaffold content-literacy reading
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Allow performances to demonstrate student's learning

<p><b>Students at Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>● Utilize TIME Mentor Program</li> <li>● Build a relationship</li> <li>● Allow flexible due dates</li> <li>● Employ strategies from Classroom Instruction that Works</li> <li>● Create the Opportunity to Learn strategies</li> <li>● Build lessons around student interests</li> </ul>	<p><b>Gifted Students:</b></p> <ul style="list-style-type: none"> <li>● Use flexible grouping</li> <li>● Give individual performance</li> <li>● Differentiate performance assignments</li> <li>● Offer student choice</li> <li>● Use multiple intelligence options</li> <li>● Focus on Habits of Mind</li> <li>● Focus on Webb's Depth of Knowledge - Emphasis on Level 4</li> </ul>
<p><b>Core Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Quaver Music</li> <li>● Newsela.com for leveled texts</li> <li>● You Tube (music samples)</li> <li>● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod</li> </ul>	