

**Board Approval Date: 8/23/2022**

**Course Title: Music K**

**Course Description: Students will learn the foundational pieces to music theory, performance, and instrument use. These classes will meet once a week. Students will use this foundational knowledge to develop their musical skills and decide on pursuing music through the elementary band or other avenues.**

### **Course Sequence & Pacing**

<b>Estimated Number of Weeks</b>	<b>Marking Period 1</b>	<b>Estimated Number of Weeks</b>	<b>Marking Period 3</b>
8	Unit 1: Introduction to Our Musical World	10	Unit 4: Beginning Music Literacy
2	Unit 2: Folk, Seasonal, and Patriotic Music		
<b>Estimated Number of Weeks</b>	<b>Marking Period 2</b>	<b>Estimated Number of Weeks</b>	<b>Marking Period 4</b>
6	Unit 2: Folk, Seasonal, and Patriotic Music	10	Unit 5: Respecting Musical Choices
8	Unit 3: Performance Skills		

## Stage 1 Desired Results

### Unit Title 1: Introduction to Our Musical World

**Unit Summary:** Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.

## Unit Learning Targets

### NJSLS Standards:

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

## Interdisciplinary Connections

### Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

### Computer Science & Design Thinking (CS & DT):

- 8.1.2.AP.4: Break down a task into a sequence of steps

### Interdisciplinary Connections

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.

### Climate Change:

- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Unit Essential Questions:

- What is music?
- How does music reflect my personal identity?
- How can I personalize my music experience?

### Unit Enduring Understandings:

- Music is a collection of sounds that anyone can put together.
- Music preference and music creation are both results of personal likes and dislikes.

	I can make music, I can listen to music, I can enjoy music.
<p><b>Students will know:</b></p> <p>Going on a Bear Hunt  Muffin Man?  One Finger One Thumb (STM)  ABCs  Baa Baa Blacksheep  Shake My Sillies Out (STM)  Old MacDonald  She'll Be Comin' Round the Mountain  Pumpkin, Pumpkin (Wee Sing - JB)  Must Be Santa (STM)</p>	<p><b>Students will be able to:</b></p> <p>Sing and play instruments to accompany seasonal songs throughout the year  Sing and play instruments to accompany patriotic songs throughout the year  Sing and play instruments to accompany folk songs throughout the year  Perform folk dances to accompany folk songs  Compare and contrast music of different cultures through different characteristics  Perform world music selections in English and world languages  Perform childhood song games  Discuss cultural impact of folk, seasonal and patriotic music</p> <p>Exploring personal space  Exploring shared space  Circle, linear formations  Develop social skills  Practice taking turns  Demonstrate respect of self, others and equipment</p>

## Stage 2 Assessment Evidence

<p><b>Summative Assessments:</b></p> <p>Performance Opportunity  Skill Demonstration</p>
<p><b>Formative Assessments:</b></p>

Singing Chanting Teacher Observation			
<b>Common Benchmark Assessments:</b> Performance Opportunity Skill Demonstration			
<b>Alternative Assessments:</b> Using manipulatives Hand motions Private meeting			
<b>Stage 3 Learning Plan</b>			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation</i> <i>(Asian American &amp; Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity &amp; Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	<ul style="list-style-type: none"> <li>● Sing and play instruments to accompany seasonal songs throughout the year</li> <li>● Sing and play instruments to accompany patriotic songs throughout the year</li> <li>● Sing and play instruments to accompany folk songs throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>● Building musical capacity</li> <li>● Understanding the music room and layout</li> <li>● Understanding sounds and how they are made</li> <li>● Sharing the music space</li> </ul>	<b>2</b>
1.3A.2.Pr5d 9.1.2.CAP.1	<ul style="list-style-type: none"> <li>● Perform folk dances to accompany folk songs</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging musical exploration</li> <li>● Developing musical interest</li> </ul>	<b>4</b>

8.1.2.AP.4	<ul style="list-style-type: none"> <li>● Compare and contrast music of different cultures through different characteristics</li> <li>● Perform world music selections in English and world languages</li> <li>● Perform childhood song games</li> <li>● Discuss cultural impact of folk, seasonal and patriotic music</li> </ul>	<ul style="list-style-type: none"> <li>● Connecting music with emotion</li> <li>● Developing knowledge of content vocabulary</li> </ul>	
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	<ul style="list-style-type: none"> <li>● Exploring personal space</li> <li>● Exploring shared space</li> <li>● Circle, linear formations</li> <li>● Develop social skills</li> </ul>	<ul style="list-style-type: none"> <li>● Fostering confidence in performance</li> <li>● Developing musical competence</li> <li>● Furthering musical etiquette and decorum</li> </ul>	2

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
Material and supplies	
<i>Create a digital reading folder for staff only.</i>	
Must have leveled texts for students	

**Accommodations and Modifications:  
Students with Disabilities, English Language Learners,**

## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

***Specific examples applied to the unit***

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share

- Cooperative learning groups

## Stage 1 Desired Results

### Unit Title 2: Folk, Seasonal, and Patriotic Music

**Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.**

## Unit Learning Targets

### NJSLS Standards:

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

## Interdisciplinary Connections

### Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

### Computer Science & Design Thinking (CS & DT):

8.1.2.AP.4: Break down a task into a sequence of steps

### Interdisciplinary Connections

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.

### Climate Change:

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
<b>Unit Essential Questions:</b> What is music? How does music reflect my personal identity? How can I personalize my music experience?	<b>Unit Enduring Understandings:</b> Music is a collection of sounds that anyone can put together. Music preference and music creation are both results of personal likes and dislikes. I can make music, I can listen to music, I can enjoy music.
<b>Students will know:</b> Going on a Bear Hunt Muffin Man? One Finger One Thumb (STM) ABCs Baa Baa Blacksheep Shake My Sillies Out (STM) Somebody's Knocking at My Door Bienvenidos (STM) Row Row Wheels on the Bus	<b>Students will be able to:</b> Musical Opposites: Steady Beat/No Beat Fast/Slow High/Low Same/Different Call/Echo Speaking/Singing Head Voices Loud/Soft Instrument Timbre (i.e.: shake, scrape, woods, metals, etc...)  Exploring personal space Exploring shared space Circle, linear formations Develop social skills Practice taking turns Demonstrate respect of self, others and equipment

## Stage 2 Assessment Evidence

<b>Summative Assessments:</b> Performance Opportunity
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Skill Demonstration			
<b>Formative Assessments:</b> Singing Chanting Teacher Observation			
<b>Common Benchmark Assessments:</b> Performance Opportunity Skill Demonstration			
<b>Alternative Assessments:</b> Using manipulatives Hand motions Private meeting			
<b>Stage 3 Learning Plan</b>			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation</i> <i>(Asian American &amp; Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity &amp; Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	<ul style="list-style-type: none"> <li>● Practice taking turns</li> <li>● Demonstrate respect of self, others and equipment</li> <li>● Musical Opposites:</li> <li>● Steady Beat/No Beat</li> <li>● Fast/Slow</li> <li>● High/Low</li> </ul>	<ul style="list-style-type: none"> <li>● Building musical capacity</li> <li>● Understanding the music room and layout</li> <li>● Understanding sounds and how they are made</li> <li>● Sharing the music space</li> </ul>	<b>2</b>

1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4	<ul style="list-style-type: none"> <li>● Same/Different</li> <li>● Call/Echo</li> <li>● Speaking/Singing Head Voices</li> <li>● Loud/Soft</li> <li>● Instrument Timbre (i.e.: shake, scrape, woods, metals, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging musical exploration</li> <li>● Developing musical interest</li> <li>● Connecting music with emotion</li> <li>● Developing knowledge of content vocabulary</li> </ul>	<b>4</b>
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	<ul style="list-style-type: none"> <li>● Exploring personal space</li> <li>● Exploring shared space</li> <li>● Circle, linear formations</li> <li>● Develop social skills</li> </ul>	<ul style="list-style-type: none"> <li>● Fostering confidence in performance</li> <li>● Developing musical competence</li> <li>● Furthering musical etiquette and decorum</li> </ul>	<b>2</b>

<b>Core Instructional &amp; Supplemental Materials (including various levels of texts)</b>	
<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
Material and supplies	
<i>Create a digital reading folder for staff only.</i>	
Must have leveled texts for students	

**Accommodations and Modifications:  
Students with Disabilities, English Language Learners,  
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

***Specific examples applied to the unit***

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Stage 1 Desired Results

### Unit Title 3: Performance Skills

**Unit Summary:** Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.

## Unit Learning Targets

### NJSLS Standards:

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

## Interdisciplinary Connections

### Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

### Computer Science & Design Thinking (CS & DT):

- 8.1.2.AP.4: Break down a task into a sequence of steps

### Interdisciplinary Connections

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.

### Climate Change:

- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Unit Essential Questions:

- What is music?
- How does music reflect my personal identity?
- How can I personalize my music experience?

### Unit Enduring Understandings:

- Music is a collection of sounds that anyone can put together.
- Music preference and music creation are both results of personal likes and dislikes.
- I can make music, I can listen to music, I can enjoy music.

<p><b>Students will know:</b></p> <p>Charlie Over the Ocean  Bow Wow Wow  Here Comes a Bluebird  Here We Go Looby Loo (Sandy’s hula hoops)  Sally Go Round the Sun (scarves)  Alouette  5 Green and Speckled Frogs (Sandy)  Ten in the Bed (Wee Sing – Silly Songs)</p>	<p><b>Students will be able to:</b></p> <p>Sing and play instruments to accompany seasonal songs throughout the year  Sing and play instruments to accompany patriotic songs throughout the year  Sing and play instruments to accompany folk songs throughout the year  Perform folk dances to accompany folk songs  Compare and contrast music of different cultures through different characteristics  Perform world music selections in English and world languages  Perform childhood song games  Discuss cultural impact of folk, seasonal and patriotic music</p> <p>Perform a variety of vocal selections with proper posture, breath support, and vocal production technique  Perform in unison settings  Perform from written scores and rote repetition  Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts.  Perform with confidence and correctness in small and large group settings  Improvise short rhythmic and melodic patterns</p>
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**Stage 2 Assessment Evidence**

<p><b>Summative Assessments:</b></p> <p>Performance Opportunity  Skill Demonstration</p>
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**Formative Assessments:**

Singing

Chanting

Teacher Observation

**Common Benchmark Assessments:**

Performance Opportunity

Skill Demonstration

**Alternative Assessments:**

Using manipulatives

Hand motions

Private meeting

**Stage 3 Learning Plan**

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation</i> <i>(Asian American &amp; Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity &amp; Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	<ul style="list-style-type: none"> <li>• Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts.</li> <li>• Perform with confidence and correctness in small and large group settings</li> <li>• Improvise short rhythmic and melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Building musical capacity</li> <li>• Understanding the music room and layout</li> <li>• Understanding sounds and how they are made</li> <li>• Sharing the music space</li> </ul>	2

<p>1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4</p>	<ul style="list-style-type: none"> <li>● Perform folk dances to accompany folk songs</li> <li>● Compare and contrast music of different cultures through different characteristics</li> <li>● Perform world music selections in English and world languages</li> <li>● Perform childhood song games</li> <li>● Discuss cultural impact of folk, seasonal and patriotic music</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging musical exploration</li> <li>● Developing musical interest</li> <li>● Connecting music with emotion</li> <li>● Developing knowledge of content vocabulary</li> </ul>	<p>4</p>
<p>1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a</p>	<ul style="list-style-type: none"> <li>● Perform a variety of vocal selections with proper posture, breath support, and vocal production technique</li> <li>● Perform in unison settings</li> <li>● Perform from written scores and rote repetition</li> </ul>	<ul style="list-style-type: none"> <li>● Fostering confidence in performance</li> <li>● Developing musical competence</li> <li>● Furthering musical etiquette and decorum</li> </ul>	<p>2</p>

<b>Core Instructional &amp; Supplemental Materials (including various levels of texts)</b>	
<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
Material and supplies	
<i>Create a digital reading folder for staff only.</i>	
Must have leveled texts for students	

**Accommodations and Modifications:  
Students with Disabilities, English Language Learners,  
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

***Specific examples applied to the unit***

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills



- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Stage 1 Desired Results

### Unit Title 4: Beginning Music Literacy

**Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.**

## Unit Learning Targets

### NJSLS Standards:

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

## Interdisciplinary Connections

### Career Readiness, Life Literacies, & Key Skills (*CLKS*):

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

### Computer Science & Design Thinking (*CS & DT*):

- 8.1.2.AP.4: Break down a task into a sequence of steps

### Interdisciplinary Connections

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.

### Climate Change:

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
<b>Unit Essential Questions:</b> What is music? How does music reflect my personal identity? How can I personalize my music experience?	<b>Unit Enduring Understandings:</b> Music is a collection of sounds that anyone can put together. Music preference and music creation are both results of personal likes and dislikes. I can make music, I can listen to music, I can enjoy music.
<b>Students will know:</b> I've Been Working on the Railroad Engine, Engine Number 9 Frere Jaques Buenos Dias (Jon) BINGO	<b>Students will be able to:</b> Sing and play instruments to accompany seasonal songs throughout the year Sing and play instruments to accompany patriotic songs throughout the year Sing and play instruments to accompany folk songs throughout the year Perform folk dances to accompany folk songs Compare and contrast music of different cultures through different characteristics Perform world music selections in English and world languages Perform childhood song games Discuss cultural impact of folk, seasonal and patriotic music  Perform musical examples from a variety of sources and backgrounds, demonstrating ability to: Maintain steady beat Change Tempos sing/play from rote, and notation, showing higher and lower sing/play louder/softer sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests move creatively reflecting musical elements, i.e.: mood, rhythm, beat, tempo, dynamics, melodic contour of musical selections

	Vocally match pitch Differentiate musical timbres, such as vocal qualities, instruments
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**Stage 2 Assessment Evidence**

**Summative Assessments:**  
Performance Opportunity  
Skill Demonstration

**Formative Assessments:**  
Singing  
Chanting  
Teacher Observation

**Common Benchmark Assessments:**  
Performance Opportunity  
Skill Demonstration

**Alternative Assessments:**  
Using manipulatives  
Hand motions  
Private meeting

**Stage 3 Learning Plan**

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation</i> <i>(Asian American &amp; Pacific Islanders,</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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		<i>LGBTQ and People with Disabilities, Diversity, Equity &amp; Inclusion [DEI],)</i>	
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	<ul style="list-style-type: none"> <li>● Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts.</li> <li>● Perform with confidence and correctness in small and large group settings</li> <li>● Improvise short rhythmic and melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Building musical capacity</li> <li>● Understanding the music room and layout</li> <li>● Understanding sounds and how they are made</li> <li>● Sharing the music space</li> </ul>	3
1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4	<ul style="list-style-type: none"> <li>● Perform folk dances to accompany folk songs</li> <li>● Compare and contrast music of different cultures through different characteristics</li> <li>● Perform world music selections in English and world languages</li> <li>● Perform childhood song games</li> <li>● Discuss cultural impact of folk, seasonal and patriotic music</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging musical exploration</li> <li>● Developing musical interest</li> <li>● Connecting music with emotion</li> <li>● Developing knowledge of content vocabulary</li> </ul>	4
1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a	<ul style="list-style-type: none"> <li>● Perform musical examples from a variety of sources and backgrounds, demonstrating ability to:</li> <li>● Maintain steady beat</li> </ul>	<ul style="list-style-type: none"> <li>● Fostering confidence in performance</li> <li>● Developing musical competence</li> <li>● Furthering musical etiquette and decorum</li> </ul>	3

	<ul style="list-style-type: none"> <li>● Change Tempos</li> <li>● sing/play from rote, and notation, showing higher and lower</li> <li>● sing/play louder/softer</li> <li>● sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests</li> </ul>		
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<b>Core Instructional &amp; Supplemental Materials (including various levels of texts)</b>	
<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
Material and supplies	
<i>Create a digital reading folder for staff only.</i>	
Must have leveled texts for students	

<b>Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted &amp; Talented Students</b>
<p>Specific Strategies and Practices that Support Students with Disabilities:</p> <p><b><i>Specific examples applied to the unit</i></b></p> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content and student products</li> </ul>

- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Stage 1 Desired Results

### Unit Title 5: Respecting Musical Choices

**Unit Summary: Students will gain the foundational knowledge with regards to this musical content that will give them skills necessary to continue to build their musical techniques and understanding of music.**

## Unit Learning Targets

**NJSLS Standards:**

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills (CLKS):**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

**Computer Science & Design Thinking (CS & DT):**

- 8.1.2.AP.4: Break down a task into a sequence of steps

**Interdisciplinary Connections**

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.

**Climate Change:**

- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Unit Essential Questions:**

- What is music?
- How does music reflect my personal identity?
- How can I personalize my music experience?

**Unit Enduring Understandings:**

- Music is a collection of sounds that anyone can put together.
- Music preference and music creation are both results of personal likes and dislikes.
- I can make music, I can listen to music, I can enjoy music.

**Students will know:**

- I've Been Working on the Railroad
- Engine, Engine Number 9
- Frere Jaques
- Buenos Dias (Jon)

**Students will be able to:**

- Sing and play instruments to accompany seasonal songs throughout the year
- Sing and play instruments to accompany patriotic songs throughout the year

<p>BINGO  Tumbalalaika (listening movt. experience) (STM 4)  Grandma's Glasses (Feierabend)</p>	<p>Sing and play instruments to accompany folk songs throughout the year  Perform folk dances to accompany folk songs  Compare and contrast music of different cultures through different characteristics  Perform world music selections in English and world languages  Perform childhood song games  Discuss cultural impact of folk, seasonal and patriotic music</p> <p>Perform musical examples from a variety of sources and backgrounds, demonstrating ability to:  Maintain steady beat  Change Tempos  sing/play from rote, and notation, showing higher and lower  sing/play louder/softer  sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests  move creatively reflecting musical elements, i.e.: mood, rhythm, beat, tempo, dynamics, melodic contour of musical selections  Vocally match pitch  Differentiate musical timbres, such as vocal qualities, instruments</p>
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<b>Stage 2 Assessment Evidence</b>	
<p><b>Summative Assessments:</b>  Performance Opportunity  Skill Demonstration</p>	



<b>Formative Assessments:</b> Singing Chanting Teacher Observation			
<b>Common Benchmark Assessments:</b> Performance Opportunity Skill Demonstration			
<b>Alternative Assessments:</b> Using manipulatives Hand motions Private meeting			
<b>Stage 3 Learning Plan</b>			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation</i> <i>(Asian American &amp; Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity &amp; Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Pr5c	<ul style="list-style-type: none"> <li>● Perform appropriately on classroom instruments: accompaniments, borduns, rhythm patterns, and other parts.</li> <li>● Perform with confidence and correctness in small and large group settings</li> <li>● Improvise short rhythmic and melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Building musical capacity</li> <li>● Understanding the music room and layout</li> <li>● Understanding sounds and how they are made</li> <li>● Sharing the music space</li> </ul>	<b>3</b>

<p>1.3A.2.Pr5d 9.1.2.CAP.1 8.1.2.AP.4</p>	<ul style="list-style-type: none"> <li>● Perform folk dances to accompany folk songs</li> <li>● Compare and contrast music of different cultures through different characteristics</li> <li>● Perform world music selections in English and world languages</li> <li>● Perform childhood song games</li> <li>● Discuss cultural impact of folk, seasonal and patriotic music</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging musical exploration</li> <li>● Developing musical interest</li> <li>● Connecting music with emotion</li> <li>● Developing knowledge of content vocabulary</li> </ul>	<p>4</p>
<p>1.3A.2.Pr6a 1.3A.2.Re7a NJSLSA.R4 1.3A.2.Cn11a</p>	<ul style="list-style-type: none"> <li>● Perform musical examples from a variety of sources and backgrounds, demonstrating ability to: <ul style="list-style-type: none"> <li>● Maintain steady beat</li> <li>● Change Tempos</li> <li>● sing/play from rote, and notation, showing higher and lower</li> <li>● sing/play louder/softer</li> <li>● sing/play rhythmic figures, (written and by rote) including, but not limited to quarter notes and rests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Fostering confidence in performance</li> <li>● Developing musical competence</li> <li>● Furthering musical etiquette and decorum</li> </ul>	<p>3</p>

**(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
Material and supplies	
<i>Create a digital reading folder for staff only.</i>	
Must have leveled texts for students	

**Accommodations and Modifications:  
Students with Disabilities, English Language Learners,  
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

***Specific examples applied to the unit***

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

*Specific examples applied to the unit*

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups