

Beach Haven School District

Music Curriculum

Grades K-2

Revised on: July 19, 2022
Revised by: Katie Micek, Joe Elmo
Proposed Update: Summer 2025

Beach Haven School District General Music Curriculum	
Content Area: General Music	
Course Title: General Music	Grade Level: K-2nd

Recommended Pacing Guide	
Rhythm	16 Days- Ongoing
Melody	16 Days- Ongoing
Expression	20 Days- Ongoing
Form& Style	10 Days- Ongoing
Media	10 Days- Ongoing

Unit 1: Rhythm	Duration: 16 Days- Ongoing
Standards/Learning Targets	
New Jersey Student Learning Standards: <ul style="list-style-type: none"> 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music. 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.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

Students will understand that...

- A beat is a constant pulse in music.
- The beat can be transferred to an instrument.
- Movement can be used to represent a rhythm.
- Music can be felt throughout the body, which creates an internal beat.

Essential Questions:

- What is a steady beat?
- How can you move your body with the beat of the music?
- How can the beat change?
- What is rhythm?

Core Instructional & Supplemental Materials

Suggested Activities:

- "Hello Song"
- Movement Exploration (Glue Dance)
- Songs and Rhymes with Beat Motions ("Listen, Listen")
- Action Songs ("My Aunt Came Back")
- Pass the Pumpkin
- Halloween Rhythm Groove
- Concert Repertoire

Varied Levels of Text/Resources:

- Youtube Links
- SMARTBoard Music Template
- First Steps in Music- GIA Publications
- Conversational Solfege- GIA Publications
- Book of Echo Songs - GIA Publications
- Book of Call and Response - GIA Publications
- Book of Fingerplays and Action Songs - GIA Publications
- Book of Songs and Rhymes with Beat Motions - GIA Publications
- Making Music - Pearson Silver Burdett

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- 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

504:

- Provide differentiated instruction as needed

- Follow 504 plan modifications
- 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

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

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

Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> • Class Participation • Teacher Observation • Questioning • Discussion • Demonstration • Composition • Think-Pair-Share • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Verbal Feedback 	Alternative Assessments: <ul style="list-style-type: none"> • Listening Exam • Performance • Student Presentation • Student Critique • Individual Evaluation • Portfolio Review
Summative Assessments: <ul style="list-style-type: none"> • Concert Performance • End of Unit Review 	Benchmark Assessments: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Unit 2: Melody	Duration: 16 Days- Ongoing
Standards/Learning Targets	
New Jersey Student Learning Standards: <ul style="list-style-type: none"> • 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. • 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. • 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas • 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. • 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience • 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. • 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. • 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music. • 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.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and 	

how creators use them to convey expressive intent.

- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

Students will understand that...

- There is a difference between low and high pitches.
- Each line or space on the staff indicates a specific note name.
- Pitch can be matched between voices and instruments.
- Creative movement can express a musical

Essential Questions:

- What is the melody?
- How does the melody change?
- What different emotions can a melody create?
- What is the difference between singing voice and speaking voice?
- How can you move your body to depict melody?

<p>thought or mood.</p> <ul style="list-style-type: none"> • There is a difference between speaking voice and singing voice. 	
---	--

Core Instructional & Supplemental Materials	
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Pitch Exploration (Bean Bag Toss) • Echo Songs (“No More Pie”) • Call and Response Songs (“Skin and Bones”) • Simple Songs (“Peep Squirrel”) • Arioso (Student-Created Melodies) • Action Songs (“Oh, In the Woods”) • Concert Repertoire 	<p>Varied Levels of Text/Resources:</p> <ul style="list-style-type: none"> • Youtube Links • SMARTBoard Music Template • First Steps in Music- GIA Publications • Conversational Solfege- GIA Publications • Book of Echo Songs - GIA Publications • Book of Call and Response - GIA Publications • Book of Fingerplays and Action Songs - GIA Publications • Book of Songs and Rhymes with Beat Motions - GIA Publications • Making Music - Pearson Silver Burdett

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- 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

504:

- Provide differentiated instruction as needed
- Follow 504 plan modifications
- 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

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

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

Evidence of Student Learning

Formative Tasks:

- Class Participation
- Teacher Observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Verbal Feedback

Alternative Assessments:

- Listening Exam
- Performance
- Student Presentation
- Student Critique
- Individual Evaluation
- Portfolio Review

Summative Assessments:

- Concert Performance
- End of Unit Review

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Unit 3: Expression

Duration: 20 Days- Ongoing

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 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.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Primary Interdisciplinary Connections:

- **ELA - NJSLS/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:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

Students will understand that...

- Dynamics are the variation in music's volume.
- Tempo is the variation in music's speed.
- Timbre adds color and variety to sound.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time.
- Creative movement can express a musical thought or mood.

Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do musicians make meaningful connections to creating, performing and responding?
- How can you move your body to show expression?

Core Instructional & Supplemental Materials

Suggested Activities:

- Action Songs ("A Sailor Went to Sea")
- SongTales ("Had a Little Rooster")
- Movement Exploration ("Room Full of Jell-O")
- Movement for Form and Expression (Move-It)
- Instrument Demonstrations
- Concert Repertoire

Varied Levels of Text/Resources:

- Youtube Links
- SMARTBoard Music Template
- First Steps in Music- GIA Publications
- Conversational Solfege- GIA Publications
- Book of Echo Songs - GIA Publications
- Book of Call and Response - GIA Publications
- Book of Fingerplays and Action Songs - GIA Publications
- Book of Songs and Rhymes with Beat Motions - GIA Publications
- Making Music - Pearson Silver Burdett

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material

- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- 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

504:

- Provide differentiated instruction as needed
- Follow 504 plan modifications
- 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

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

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

Evidence of Student Learning

Formative Tasks:

- Class Participation
- Teacher Observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Verbal Feedback

Alternative Assessments:

- Listening Exam
- Performance
- Student Presentation
- Student Critique
- Individual Evaluation
- Portfolio Review

Summative Assessments:

- Concert Performance
- End of Unit Review

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Unit 4: Form & Style

Duration: 10 Days- Ongoing

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 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.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

Students will understand that...

- Music is a universal language.
- There are a variety of styles, cultures and time periods in music.
- Music expresses human experiences and values.
- Music expands understanding of the world, its people, and one's self.
- There is repetition and contrast in music.
- Body movements can be used to demonstrate different parts of a song.

Essential Questions:

- How do music and history influence each other?
- How does music communicate?
- In what ways have people used music to express their values and describe their experiences?
- How does one musical style influence another?
- How can you tell a story with movement?

Core Instructional & Supplemental Materials

Suggested Activities:

- Echo Songs ("Down by the Bay")
- Call and Response Songs ("Lucy Rabbit")
- Movement for Form and Expression (Move-It)
- Form with Parachute ("Star Wars" Main Theme)
- World Music Exploration
- Music History Exploration

Varied Levels of Text/Resources:

- Youtube Links
- SMARTBoard Music Template
- <https://folkcloud.com/>
- <https://www.putumayo.com/>
- First Steps in Music- GIA Publications
- Conversational Solfege- GIA Publications
- Book of Echo Songs - GIA Publications
- Book of Call and Response - GIA Publications
- Book of Fingerplays and Action Songs - GIA Publications
- Book of Songs and Rhymes with Beat Motions - GIA Publications
- Making Music - Pearson Silver Burdett

Suggested Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- 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

504:

- Provide differentiated instruction as needed
- Follow 504 plan modifications
- 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

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

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

Evidence of Student Learning

Formative Tasks:

- Class Participation
- Teacher Observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Verbal Feedback

Alternative Assessments:

- Listening Exam
- Performance
- Student Presentation
- Student Critique
- Individual Evaluation
- Portfolio Review

Summative Assessments:

- Student Suggestion
- End of Unit Review

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Unit 5: Media

Duration: 10 Days- Ongoing

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

- 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.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Knowledge & Skills

Enduring Understandings:

Students will understand that...

- Individuals' selection of musical works are

Essential Questions:

- How do individuals choose music to experience?

<p>influenced by their interests, experiences, understandings, and purposes.</p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. • Music is evident in all forms of media (broadcasting, publishing, and internet) 	<ul style="list-style-type: none"> • How does understanding the structure and context of music inform a response? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding in music?
--	--

Core Instructional & Supplemental Materials	
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Concert Reflection • Listening Logs • Popular Music Exploration • Movie Music Exploration • Social Media Exploration 	<p>Varied Levels of Text/Resources:</p> <ul style="list-style-type: none"> • Youtube Links • SMARTBoard Music Template • First Steps in Music- GIA Publications • Conversational Solfege- GIA Publications • Book of Echo Songs - GIA Publications • Book of Call and Response - GIA Publications • Book of Fingerplays and Action Songs - GIA Publications • Book of Songs and Rhymes with Beat Motions - GIA Publications • Making Music - Pearson Silver Burdett

Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Collaborate with ELL department to make necessary modifications for students • Provide translated material • Provided differentiation for students as needed • Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications • 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 <p>504:</p> <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow 504 plan modifications

- 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

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students at Risk of Failure:

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

Evidence of Student Learning

Formative Tasks: <ul style="list-style-type: none"> • Class Participation • Teacher Observation • Questioning • Discussion • Demonstration • Composition • Think-Pair-Share • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Verbal Feedback 	Alternative Assessments: <ul style="list-style-type: none"> • Listening Exam • Performance • Student Presentation • Student Critique • Individual Evaluation • Portfolio Review
Summative Assessments: <ul style="list-style-type: none"> • Student Suggestion • End of Unit Review 	Benchmark Assessments: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI