

Moonachie School District

Music Curriculum

Grades 3-5

New Jersey Student Learning Standards

Born on & Board Approved -- January 2, 2019

**Curriculum Details
Music Grades 3-5**

<p>Core Materials</p>	<p>Age and Grade Appropriate Musical Instruments</p>
<p>Interdisciplinary Connections</p>	<p align="center"><u>Third Grade</u></p> <p>ELA 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. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p align="center"><u>Fourth Grade</u></p> <p>ELA 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. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p align="center"><u>Fifth Grade</u></p> <p>ELA NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

	<p><u>Social Studies</u> 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>
<p>Career Ready Practices</p>	<p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>
<p>21st Century Life and Careers (by the end of 4th grade)</p>	<p><u>Third – Fourth Grade</u> 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them</p>
<p>21st Century Life and Careers (by the end of 8th grade)</p>	<p><u>Fifth Grade</u> 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.</p>
<p>Technology Standards</p>	<p><u>Third Grade</u> 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem</p>
	<p><u>Fourth Grade</u> 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.</p>
	<p><u>Fifth Grade</u> 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.</p>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Curriculum Compacting • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Room for Artistic Choices • Elevated Technique Complexity • Additional Projects • Adaptation of requirements 	<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer Modeling • Develop and post routines • Label classroom materials • World Walls • Check for understanding of directions • Use posters with directions written in pictures in all languages • Seat student close to the teacher • Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in student's IEP • Work with paraprofessional • Work with a partner • Provide concrete examples and relate all new assignments to previously learned tasks • Solidify and refine concepts through repetition • Provide extended time • Repeat directions • Check for understanding of directions 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations • Give directions/instructions verbally and in simple written format • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson • Review behavior expectations and make adjustments for personal space or other behaviors as needed • Oral prompts can be given

Essential Question(s): How do underlying structures unconsciously guide the creation of music works? Does music have boundaries?

Content: Visual and Performing Arts

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.

B-Music

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
<p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear <u>training and listening skill</u>, and temporal spatial reasoning ability is connected to listening skill.</p>	<p>1.1.5.B.1 Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>N/A</p>	<p>Elements of music Aural Prompts Music Notational Systems</p>
<p>The <u>elements of music</u> are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p>	<p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>N/A</p>	<p>Meter Rhythm Tonality Intervals Chords Melodic Progressions Harmonic Progressions</p>

Essential Question(s): Throughout history and across cultures, what role has music played and how has it developed?

Content: Visual and Performing Arts

1.2 History of the Arts and CultureAll students will understand the role, development, and influence of the arts throughout history and across cultures.

A- History of the Arts and Culture

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Art and culture reflect and affect each other.	1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	Social Studies	Societal Values
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Art Genres Artistic Elements
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.	1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	Social Studies	Contributions

Essential Question(s): How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

Content: Visual and Performing Arts

1.3 PerformanceAll students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

B- Music

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Complex scores may include compound meters and the grand staff.	1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u> , and <u>compound meter</u> .	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Complex notation Treble Bass clef Mixed meter Compound meter
Proper vocal production and <u>vocal placement</u> improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.	1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Melodic Harmonizing Timbre
<u>Music composition</u> is governed by prescribed rules and forms that apply to both improvised and scored music	1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	Technology	Melodies Harmonic structures
Decoding musical scores requires understanding of notation systems, the <u>elements of music</u> , and basic <u>compositional concepts</u> .	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.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	Health	Musical Scores Notation systems Elements of music Compositional concepts

Essential Question(s): How do we judge and analysis music?

Content: Visual and Performing Arts

1.4 Aesthetic Responses & Critique MethodologiesAll students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic-Responses

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Works of art may be organized according to their functions and artistic purposes (e.g., <u>genres, mediums, messages, themes</u>).	1.4.5.A.1 Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Genres Mediums Messages Themes
<u>Formalism</u> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	Social Studies	Aesthetic Response Structural Arrangement
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <u>genre</u> provides the foundation for making value judgments about the arts	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).	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	Language Arts	Personal Context Social Context Political Context Historical Context

Essential Question(s): When is art criticism vital and when is it not?

Content: Visual and Performing Arts

1.4 Aesthetic Responses & Critique MethodologiesAll students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

B- Critique Methodologies

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubric	N/A	Elements of Art Principles of Design Objective Criteria
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubric	Language Arts	Evaluation Tools Rubric Self-Assessment Critiques
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <u>discipline-specific arts terminology</u> .	1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubric	Language Arts	Evaluate Strengths Weaknesses
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubric	Technology	Technical Proficiency Elements of Art Principals of Design
Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work.	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, music, theatre, and visual art.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubric	N/A	Merits Artistic Choices

VOCAL/GENERAL MUSIC

Class	September	October	November	December	January
Music: Grade 3	<ul style="list-style-type: none"> -Review rhythmic learning from grade 2 -Review melodic learning from grade 2 -Introduce letter names on staff -Review dynamics and tempo -Identify and apply repeat signs, coda and introduction 	<ul style="list-style-type: none"> -Introduce whole note -Review duple vs. triple meter -Read, sing and sign the major scale in a single octave -Introduce the wind family and the recorder -Introduce breathing technique -Introduce recorder notes B, A and G -Terms: "conductor" and "ensemble" 	<ul style="list-style-type: none"> -Introduce symbols for 4/4 and 3/4 -Read and perform dotted rhythms -Read sing and sign low sol -Practice reading treble clef -Introduce melodic shape -Recorder notes E and D 	<ul style="list-style-type: none"> -Introduce 2/4 meter -Conduct in 4/4, and 2/4 -Read and perform sixteenth notes -Read, sing and sign low la -Introduce dynamic terms -Recorder notes F#, high D, high C -Opera 	<ul style="list-style-type: none"> -Conduct in 3/4 -Reinforce rhythmic reading -Read, sing and sign high do -Introduce tempo markings -Phrasing -Style

Class	February	March	April	May	June
Music: Grade 3	<ul style="list-style-type: none"> -Introduce 6/8 meter -Introduce AB and ABA form -Read, sing and sign high re -Review performance and audience behavior -Concert preparation 	<ul style="list-style-type: none"> -Sixteenth/eighth note rhythm patterns -Sixteenth/eighth rests -Read sing and sign low ti -Introduce articulation -Introduce harmony 	<ul style="list-style-type: none"> -Review instruments in an orchestra -Read, sign and sing in two octaves -Introduce bass clef -Composers unit 	<ul style="list-style-type: none"> -Review instruments in the concert band -Reinforce reading and playing/singing of rhythmic and melodic patterns. -Use rhythm and melodic patterns used to create and perform compositions for the recorder 	<ul style="list-style-type: none"> -Review elements and concepts learned -Use rhythm and melodic patterns used to improvise with the recorder -Listen to and identify music from various time periods

Vocal/General Music Gr. 4

CURRICULUM MAP – VOCAL/GENERAL MUSIC GR. 4

Class	September	October	November	December	January
Gr. 4 Vocal/General Music	<ul style="list-style-type: none"> -Parts of the staff -Breathing & singing technique -Note values - Hispanic Heritage Month –the songs & the culture 	<ul style="list-style-type: none"> -Dynamics pp, p, mf, f, ff, < > -Lines and spaces in treble clef - Introduction to major and minor scales - Hispanic Heritage Month – the songs & the culture 	<ul style="list-style-type: none"> -Patriotic songs -Veterans Day - Thanksgiving songs 	<ul style="list-style-type: none"> -Holidays & their music from around the world -Chanukah, Las Posadas, Christmas 	<ul style="list-style-type: none"> -Pentatonic scales -Songs from Asian cultures -Intro to Broadway -Intro to Opera

Class	February	March	April	May	June
Gr. 4 Vocal/General Music	<ul style="list-style-type: none"> -Songs of friendship -Black History Month -Songs written and performed by Black artists 	<ul style="list-style-type: none"> -Irish songs -Continue exposure to Broadway music -Continue exposure to Opera 	<ul style="list-style-type: none"> -Jazz Month - Intro to jazz -Intro to scat singing -Spring songs 	<ul style="list-style-type: none"> - Patriotic songs -Performance etiquette -Camp songs -American folk songs 	<ul style="list-style-type: none"> -Review songs from the entire year -Camp songs -American folk songs

CURRICULUM MAP – VOCAL/GENERAL MUSIC GR. 5

Class	September	October	November	December	January
Gr. 5 Vocal/General Music	-Lines & spaces in treble clef -Tempo -Note values -Hispanic Heritage Month	-Program Music Danse Macabre Sorcerer's Apprentice -Hispanic Heritage Month - Rhythms - Reading, singing and playing -Halloween songs	-Thanksgiving songs -Veterans Day -Patriotic songs -Nutcracker Suite	-Holidays & their music from around the world	-Pentatonic scale -Asian music

Class	February	March	April	May	June
Gr. 5 Vocal/General Music	-Black History Month -Underground RR -Songs of Friendship	-Rounds -Irish songs -Spring songs -Beginning ear training	-Jazz Month -Jazz artists report -Environmental songs (Earth Day)	-Patriotic songs -American folk songs -Summer songs	-Camp songs -Recap of songs from the entire year