ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

MUSIC DEPARTMENT

FOURTH GRADE GENERAL MUSIC

Board of Education

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BOARD OF EDUCATION INITIAL ADOPTION DATE:
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Course Philosophy

Music Education at the elementary level provides each student with a foundation of musical knowledge and experiences that will enable the student's future musical endeavors. Infused with Social-Emotional Learning experiences and Robbinsville Ready Skills, the General Music program at Sharon Elementary School encourages the cultivation of musicianship while strengthening the student's inter- and intrapersonal skills. Independent music-making at the elementary level promotes self-confidence and affords opportunities for leadership. Group music-making encourages cooperation and collaboration amongst peers. The elementary music program extends to the student an outlet for creative self-expression through varied activities including music performance, composition, and improvisation. Each child is given the tools to create, perform, understand, respond, and connect to music.. These experiences will foster the student's appreciation of music now and in the years to come.

Course Description

In Fourth Grade Music, students will respond to music and work in ensembles together. Students will work independently and cooperatively to create, refine and perform original compositions. Proper instrument use and healthy vocal techniques will be reinforced as students apply music to performance. Students are extended opportunities to perform vocal/instrumental music alone and in group ensembles. Musical symbols and terminology will build upon previous experience, and be applied to the performance of musical selections. Students will be encouraged to demonstrate this musical knowledge to: actively listen and thoughtfully respond to music; interpret artistic intent; offer informed and meaningful feedback to peers; and apply feedback and self-evaluation to refine their own musical experiences in fourth grade. Music selections comprises diverse cultures, genres, periods, and composers to promote exposure to, and appreciation of, a wide array of music.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
- Quaver - Ukelele - Classroom instruments - Chrome Music Lab - Edu.bandlab.com - Resources curated by teacher as appropriate	- Music Education and SEL, Scott N. Edgar - Responsive Classroom for Music, Art, PE and Other Special Areas from Responsive Classroom - The New Music Therapist's Handbook, Suzanne B. Hanser - Music K-8 Magazine - Activate! Magazine - In Tune Monthly

Social Emotional Learning Connections
Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. **Example 1:** Self-evaluation of solo performance

Example 2: Applying external feedback to refine product

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Rehearse and present musical performance
Example 2: Create and refine original composition

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Study/perform a variety of music from different cultures
Example 2: Explore the historical/cultural background of varied musicians and composers

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Cooperative learning - create/refine/present in small group
Example 2: Practice "whole body" listening skills while others share/present/perform

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Rehearse and perform with appropriate stage behavior
Example 2: Demonstrate appropriate vocal/instrumental dynamics in different settings

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 1, 2, 3, 4, 5
Critical Thinking and Problem Solving	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 1, 2, 3, 4, 5
Digital Citizenship	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 1, 2, 3, 4, 5
Global and Cultural Awareness	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 1, 2, 3, 4, 5
Information and Media Literacy	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 1, 2, 3, 4, 5
Technology Literacy	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 1, 2, 3, 4, 5

Integration of 21st Century Themes and Skills

Educational Technology
Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4
8.1.2.A.1 Understand and use technology systems. Identify the basic features of a digital device and explain its purpose.   - <u>Example</u>: Students will explore and perform using music technology including microphone, sound system, and digital audio   **8.1.2.A.3 Select and use applications effectively and productively.** Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.   - <u>Example</u>: Students will explore, create, and present music using digital applications such as Quaver, Chrome Music Lab, Edu.bandlab.com, and GarageBand.   **8.1.2.A.4 Select and use applications effectively and productively.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.   - <u>Example</u>: Students will navigate interactive digital music applications such as Quaver, Chrome Music Lab, Edu.bandlab.com, and GarageBand to explore, create and present.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen, and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams, and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally, and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film *Shift Happens*, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2	
9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.	**Example**: Students learn about different available careers that incorporate skills in performing, composing, understanding, responding, and connecting to music in Units 1, 2, 3, 4, and 5.
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.	**Example:** In unit 1, students will explore career paths that employ performance skills for becoming a professional musician, and how the economy may impact the availability of and/or need for these jobs.
9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.	**Example:** Students will decide if their musical plans will include joining the Band program, and if so, what next steps they may take to achieve them, including attending an instrument demo.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Fourth Grade Music

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit #1: **Rock n' Roll**	• The Rock n' Roll formats can be a mode of self-expression, communication, and social bonding. • By recognizing what Rock n' Roll sounds like, we can dive deeper into understanding the function it serves • Rock n' Roll formats vary to suit the purpose or style of the music.	2-4+ lessons Reinforced throughout course	Formative · Teacher and peer feedback · Written/verbal responses · Solo/group performances · Self-evaluation · Online and/or Physical worksheets and activities
			Summative · Teacher feedback · Aural/visual assessment · Written/verbal responses · Solo and/or group projects
			Common Benchmark Assessments (mid/end of course) · Teacher feedback · Aural/visual assessment · Written/verbal responses · Solo performance
			Alternative Assessments (projects, etc when appropriate) · Large staff visual and manipulatives (magnets, dry erase, popsicle sticks) for activities as needed · http://www.musicfun.net.au/pdf_files/instruments.pdf · https://www.clevelandorchestra.com/globalassets/1819/pdfs/meettheawesomeorchestralessons.pdf
Unit #2: **Rhythms**	• When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	3-6+ lessons Reinforced throughout course	Formative · Teacher and peer feedback · Written/verbal responses

	• Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. • Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.		· Solo/group performances and/or recordings · Self-evaluation
			Summative · Teacher feedback · Solo/group performance rubric
			Common Benchmark Assessments (mid/end of course) · Teacher and peer feedback · Solo/group performance · Classroom performance evaluation and/or recording
			Alternative Assessments (projects, etc when appropriate) · Students with apprehension toward solo or group performance may choose to demonstrate rhythms privately or through small group performance or recording onto an online platform
Unit #3: **Ukelele**	• Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). • Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. • Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. • Present the final version of personal created music to others, and describe connection to expressive intent. • When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. • Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. • Perform music with expression and technical accuracy. • Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	6-16+ lessons Reinforced throughout course	**Formative** · Teacher and peer feedback · Solo/group performances and/or recordings · Self-evaluation · Performance rubrics
			Summative · Teacher feedback · Solo/group performance rubric
			Common Benchmark Assessments (mid/end of course) · Teacher and peer feedback · Solo/group performance · Classroom performance evaluation and/or recording
			Alternative Assessments (projects, etc when appropriate) · Students with apprehension toward solo or group performance may choose to demonstrate recorder skills privately or through small group class performance or recording onto an online platform

Unit #4: **Singing**	• When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. • Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. • Solo/Group performing music is a mode of self-expression, communication, social bonding and celebration. • The purpose, context and musical elements of a song inform performance. • Applying established criteria and demonstrating expressive musical elements enhances performance.	3-6+ lessons Reinforced throughout course	Formative · Teacher and peer feedback · Solo/group performances and/or recordings · Self-evaluation · Performance rubrics Summative · Teacher feedback · Solo/group performance rubric Common Benchmark Assessments (mid/end of course) · Teacher and peer feedback · Solo/group performance · Classroom performance evaluation and/or recording Alternative Assessments (projects, etc when appropriate) · Students with apprehension toward solo or group performance may choose to demonstrate recorder skills privately or through small group class performance or recording onto an online platform
Unit #5: **Connecting and Responding to Music**	• Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. • Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). • Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. • Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). • Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent	3-6+ lessons Reinforced throughout course	Formative · Teacher and peer feedback · Solo/group performances and/or recordings · Self-evaluation · Performance rubrics Summative · Teacher feedback · Solo/group performance rubric Common Benchmark Assessments (mid/end of course) · Teacher and peer feedback · Solo/group performance · Classroom performance evaluation and/or recording Alternative Assessments (projects, etc when appropriate) · Students with apprehension toward solo or group performance may choose to demonstrate recorder skills privately or through small group class performance or recording onto an online platform

	• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		

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Unit #1: Rock n' Roll

Enduring Understandings:	Essential Questions:
● Musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	• How do musicians make creative decisions? • How do context and the manner in which musical work is presented influence audience response? • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding?

Interdisciplinary Connections
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. **Example:** Students will explore early Rock 'n Roll and describe its function post World War II. **2.5.P.A.3** Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). **Example:** Students will develop coordination skills as they refine playing technique on various musical instruments.
CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. **Example:** Students will listen and experience popular music post World War II. Students will have an understanding of the importance of Rock n' Roll to youth culture.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.5. Re7a 1.3A.5. Re8a	• What is Rock n' Roll? • What is the purpose or function of Rock n' Roll in society? • What was the historical, social, and cultural context of	Students will Identify the Brass, Reed, and Rhythm sections of Rock n' Roll formats. Students will explore the relationships of Rock n' Roll to dance, post World War II society,, and popular music.	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments	www.jwpepper.com Quaver Seesaw/Google Classroom Classroom percussion	Teacher and peer feedback Written/verbal responses Solo/group performances

	specific Rock n' Roll hit(s)?	Students will examine a specific example of Rock n' Roll hit(s) and famous artists from Rock n' Roll	Google Slides Google Chrome Music Lab View Rock n' Roll via media sources	Kahoot,BrainPop, Quizlet Media clips of "Rock Around the Clock", "Johnny B. Goode", "Twist and Shout", and/or "Yellow Submarine"	Dance Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects
1.3A.5. Cn10a 1.3A.5. Pr6a 1.3A.5. Cr1a:	• Who is Chuck Berry, Billy Haley, and Elvis Presley? • Who are the Beatles? • What artists did the Beatles cover early in their career? • Why are the Beatles popular today?	Students will Identify Chuck Berry, Billy Haley, Elvis Presely and their contributions to Rock n' Roll Students will identify the Beatles, their contributions to music, and influences Students will view, learn, and perform a Beatles song Students will research, discuss, reflect, and/or make a Google Slide presentation on Chuck Berry, Billy Haley, Elvis Presley, or the Beatles	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View Rock n' Roll via media sources	www.jwpepper.com Quaver Seesaw/Google Classroom Classroom percussion Kahoot,BrainPop, Quizlet Media clips of "Rock Around the Clock", "Johnny B. Goode", "Twist and Shout", and/or "Yellow Submarine"	Teacher and peer feedback Written/verbal responses Solo/group performances Dance Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects

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Unit #2: Rhythms

Enduring Understandings:	Essential Questions:
- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources - To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	- How do musicians generate creative ideas? - How do musicians improve the quality of their performance? - How do performers select repertoire?

Interdisciplinary Connections
7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. **Example:** Students will demonstrate understanding of rhythm performance terms for musical direction, including dynamics (e.g. *forte/piano*) and tempo markings (e.g. *presto/largo*). **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. **Example:** Studying and performing a diverse repertoire of music promotes tolerance, open-mindedness, and an appreciation for cultural tradition.

Career/Real World Connections
CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. **Example:** Students will work independently and in small groups to prepare original percussion music. Students will explore and share original musical ideas as they improvise, compose, accompany, and perform.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.5. Cr1a	How can I write down a rhythm that I created? How are musical ideas organized?	Continue with previously-learned rhythms, adding triplets Combine classroom instruments to explore texture Simple rhythmic compositions	Shared Reading/Writing Classroom discussion Interactive demonstrations	Quaver Seesaw/Google Classroom Classroom instruments	Teacher and peer feedback Written/verbal responses

	How are expressive elements of music notated?	Simple rhythmic dictations.	Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View rhythm performances via media sources Rhythm dictation drum machine on edu.bandlab.com Games	Kahoot,BrainPop, Quizlet Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music. edu.bandlab.com Staff paper www.jwpepper.com	Solo/group performances Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects
1.3A.5. Pr5a 1.3A.5. Pr5b	How does a performer prepare before presenting to an audience? When is a piece ready for performance?	Perform on percussion instruments Demonstrate proper percussion technique, rhythmic accuracy, expression, and appropriate performance behavior Demonstrate proper rehearsal/practice procedure Explain how meaningful feedback can help performers refine their work Evaluate and provide meaningful feedback to peer performances supported by musical understanding Self-reflect on rehearsal sessions Accept and apply teacher and peer feedback to refine a personal performance	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View rhythm performances via media sources Rhythm dictation drum machine on edu.bandlab.com Games	Quaver Seesaw/Google Classroom Classroom instruments Kahoot,BrainPop, Quizlet Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music. edu.bandlab.com Staff paper www.jwpepper.com	Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects

1.3A.5. Pr4a 1.3A.5. Pr4c:	How can we use feedback and self-evaluation to choose a piece to perform? How can feedback be communicated respectfully?	Self-reflect on personal performance to gauge what specific part(s) is/are to be performed Collaborate as a group to choose a piece to perform Accept and apply teacher and peer feedback to refine a personal performance Record and analyze rehearsal sessions	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View rhythm performances via media sources Rhythm dictation drum machine on edu.bandlab.com Games	Quaver Seesaw/Google Classroom Classroom instruments Kahoot,BrainPop, Quizlet Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music. edu.bandlab.com Staff paper www.jwpepper.com	Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects

Unit #3: Ukulele

Enduring Understandings:	Essential Questions:
● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. ● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? ● How do musicians generate creative ideas?

Interdisciplinary Connections
3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment. **Example:** Performing ukulele in different locations will influence the intonation of the instrument during a performance. **7.1.NM.IPRET.3**: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. **Example:** Performance of a variety of repertoire,students will open discussion about the contributions of musicians around the world, their use of language, and surrounding culture.

Career/Real World Connections
CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. **Example:** Students will understand the various ways professional musicians earn income in today's world(performing, composing, itunes, etc.)

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.5. Pr5a 1.3A.5. Pr5b	How can I create music on my ukulele? How can I use more advanced rhythms in my pieces?	Identify and perform rhythms with dotted note combinations, quarter, eighth, sixteenths, quarter rests, half rests, whole rests Identify and perform melody, harmony, and texture as a ukulele ensemble	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments	www.jwpepper.com Musicplay Grade 2 Denise Gagne - Themes & Variations Ukulele Explorer	Teacher and peer feedback Written/verbal responses Solo/group performances

	How can I practice the ukulele so I am ready to perform and present?	Demonstrate proper ukulele technique, rhythmic accuracy, expression, care, and appropriate performance behavior Demonstrate proper rehearsal/practice procedure Explain how meaningful feedback can help performers refine their work Evaluate and provide meaningful feedback to peer performances supported by musical understanding Self-reflect on rehearsal sessions Accept and apply teacher and peer feedback to refine a personal performance	Google Slides Google Chrome Music Lab View ukulele performances via media sources Melodic dictation Compose/Improvise/Perform melodic passages Instrument track composition on edu.bandlab.com Games	Danielle Bayert & Jon Stone Music Mosaic (**Exploring the Music of America Through Project-Based Learning**) Anna Wentlent - Alfred Music Publishing Ukuleles for the whole class Quaver Seesaw/Google Classroom Classroom instruments Kahoot,BrainPop, Quizlet Songs they are familiar with and unfamiliar pieces of music. edu.bandlab.com	Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects
1.3A.5. Pr5a 1.3A.5. Pr5b	How can I create music on my ukulele? How can I perform a piece of music on the ukulele? How can I practice the ukulele so I am ready to perform and present?	Self-reflect on personal performance to gauge what specific part(s) is/are to be performed Collaborate as a group to choose a piece to perform Accept and apply teacher and peer feedback to refine a personal performance Record and analyze rehearsal sessions	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab	www.jwpepper.com Musicplay Grade 2 Denise Gagne - Themes & Variations Ukulele Explorer Danielle Bayert & Jon Stone Music Mosaic	Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation

			View ukulele performances via media sources Melodic dictation Compose/Improvise/Perform melodic passages Instrument track composition on edu.bandlab.com Games	(**Exploring the Music of America Through Project-Based Learning**) Anna Wentlent - Alfred Music Publishing Ukuleles for the whole class Quaver Seesaw/Google Classroom Classroom instruments Kahoot,BrainPop, Quizlet Songs they are familiar with and unfamiliar pieces of music. edu.bandlab.com	Online and/or Physical worksheets and activities Solo and/or group projects
1.3A.5. Cr1a 1.3A.5. Cr2b	How can I improvise Reggae rhythms within a piece of music? How can playing music from around the world help us with greater acceptance? What are ways a musician can earn income in today's market?	Identify, create, improvise, and perform Reggae Explore and perform multicultural music Students will discuss the various ways musicians earn income	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View reggae performances via media sources Compose/Improvise/Perform melodic passages	www.jwpepper.com "One Love" by Bob Marley: https://www.youtube.com/watch?v=OedT5JhXD3k&list=RDOedT5JhXD3k&index=1 "Three Little Birds" by Bob Marley: https://www.youtube.com/watch?v=fPIyhjSxdEY&list=PLoOQ1-iUJb5yEqkwHUiByxKvO-OyGbpo_&index=3	Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects

| | | | Instrument track composition on edu.bandlab.com

Games | "The Lion Sleeps Tonight" by the Tokens https://www.youtube.com/watch?v=sz9RIEuiio0&list=PLoOQ1-iUJb5yEqkwHUiByxKvO-OyGbpo_&index=2

Music Mosaic (**Exploring the Music of America Through Project-Based Learning**) Anna Wentlent - Alfred Music Publishing

Musicplay Grade 2 Denise Gagne - Themes & Variations

Ukulele Explorer Danielle Bayert & Jon Stone

Ukuleles for the whole class

Quaver

Seesaw/Google Classroom

Classroom instruments

Kahoot,BrainPop, Quizlet

Songs they are familiar with and unfamiliar pieces of music. | |
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Robbinsville Public Schools

Unit # 4: Singing

Enduring Understandings:	Essential Questions:
● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures.	● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Interdisciplinary Connections

2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
Example: Students will develop coordination skills as they refine music and movement technique.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
Example: Students will perform a variety of music while recognizing similarities and differences.

Career/Real World Connections

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will regularly be expected to respond to musical prompts in class requiring clear communication regarding the impact that the music had on the student and why the music impacted the student.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

1.3A.5. Pr4c 1.3A.5. Pr4e	How can I sing a piece of music both alone and with others? How can I practice so I am ready to perform and present? How can I appropriately contribute to a rehearsal? How can solfege help me sing in music class? How can I use solfege outside of school to understand how music is made? What is an interval? How does solfege help me read music?	Demonstrate proper rehearsal/practice procedure Identify and perform melody, harmony, texture, and rounds as an ensemble warm-up Explain how meaningful feedback can help performers refine their work Evaluate and provide meaningful feedback to peer performances supported by musical understanding Self-reflect on rehearsal sessions Accept and apply teacher and peer feedback to refine a personal performance	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View choir and songs via media sources Compose/Improvise/Perform pieces Games	www.jwpepper.com Sing-Along Songs for Fall and Winter (**Interactive Slides**) Michael Souders - Alfred Music Publishing Dance Like a Butterfly (**Songs from Liberia, Senegal, Nigeria, and Ghana**) Kwasi Dunyo & Karen Howard - GIA Publications Warming Up with Rounds (**Teaching Music Literacy Using Rounds in the Classroom**) Catherine Delanoy - Shawnee Press sing alongs: https://www.youtube.com/playlist?list=PLzMz9RTauPpprm7y202rLcdAFHQec9laR sing alongs: https://www.youtube.com/playlist?list=PLtkSVPgEq1xI4UcqVTpJ531GxOElzp08- Quaver Seesaw/Google Classroom	Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects

				Classroom instruments Kahoot,BrainPop, Quizlet edu.bandlab.com	
1.3A.5. Pr5b 1.3A.5. Pr6a	How can I sing a piece of music both alone and with others? How can I practice so I am ready to perform and present? How can I appropriately contribute to a rehearsal? How can solfege help me sing in music class? How can I use solfege outside of school to understand how music is made? What is an interval? How does solfege help me read music?	Demonstrate proper rehearsal/practice procedure Identify and perform melody, harmony, texture, and rounds as an ensemble warm-up Explain how meaningful feedback can help performers refine their work Evaluate and provide meaningful feedback to peer performances supported by musical understanding Self-reflect on rehearsal sessions Accept and apply teacher and peer feedback to refine a personal performance	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View choir and songs via media sources Compose/Improvise/Perform pieces Games	www.jwpepper.com Sing-Along Songs for Fall and Winter (**Interactive Slides**) Michael Souders - Alfred Music Publishing Dance Like a Butterfly (**Songs from Liberia, Senegal, Nigeria, and Ghana**) Kwasi Dunyo & Karen Howard - GIA Publications Warming Up with Rounds (**Teaching Music Literacy Using Rounds in the Classroom**) Catherine Delanoy - Shawnee Press sing alongs: https://www.youtube.com/playlist?list=PLzMz9RTauPpprm7y202rLcdAFHQec9laR sing alongs: https://www.youtube.com/playlist?list=PLtkS	Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects

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			Quaver	
			Seesaw/Google Classroom	
			Classroom instruments	
			Kahoot,BrainPop, Quizlet	
			edu.bandlab.com	

Unit # 5: Connecting and Responding To Music

Enduring Understandings:	Essential Questions:
● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? ● How do we judge the quality of musical work(s) and performance(s)?

Interdisciplinary Connections
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. **Example:** Students will respond to, describe and compare a variety of music from around the world. **9.1.5.EG.3:** Explain the impact of the economic system on one's personal financial goals. **Example:** Students will identify VPA items from different cultures and if they are commercially available.

Career/Real World Connections
CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. **Example:** Students will be required to design and create their own art, writing, presentation, and or art works.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.5. Cn10a	How can a piece of music tell a story?	Music can tell stories and influence our thoughts.	Shared Reading/Writing Classroom discussion	The Magic Flute kids https://www.youtube.com/watch?v=-laVXO0IYKY	Teacher and peer feedback Written/verbal responses
1.3A.5. Cn11a	How has music been affected by other art forms?	Music can be influenced by certain pieces of art or stories.	Interactive demonstrations		
1.3A.5. Re8a	How can I make a piece of art based off of a piece of music?	Music is present in a lot of media we consume.	Group/solo performance on classroom instruments Google Slides Presentation	Musicals: Sing, Frozen, Annie, Lion King, Mary Poppins	Solo/group performances Self-evaluation

| | | Students will examine musical(s) for their impact on pop culture and how they intersect with other forms of art / media.

Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). | Google Chrome Music Lab/Songmaker

Musicals

Drawing

Writing a Story to Music | https://www.youtube.com/watch?v=cy6Ssa9oy90&list=PLaDTtYclchj0AOkBNIVEub_Trg4VqMC03&index=4

https://www.youtube.com/watch?v=eWTvMeecHWM&list=PLaDTtYclchj0fOjA1AV3vSeTCIrPC2wt2&index=6

https://www.youtube.com/watch?v=HkdzZqaD-q4&list=PLaDTtYclchj2z24sHrXBIyFcrgLtxU58l&index=3

Quaver

Seesaw/Google Classroom

Classroom instruments

Kahoot,BrainPop, Quizlet | Story writing

Drawing abstract Art to music

Solo and/or group projects |

General Differentiated Instruction Strategies	
- Leveled texts - Chunking texts - Choice board - Socratic Seminar - Tiered Instruction - Small group instruction - Guided Reading - Sentence starters/frames - Writing scaffolds - Tangible items/pictures - Adjust length of assignment	- Repeat, reword directions - Brain breaks and movement breaks - Brief and concrete directions - Checklists for tasks - Graphic organizers - Assistive technology (spell check, voice to type) - Study guides - Tiered learning stations - Tiered questioning - Data-driven student partnerships - Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	**Processing**	**Comprehension**	**Recall**
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify, or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books	● Extended time ● Study guides ● Shortened tests ● Read directions aloud	● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback	● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.
- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site http://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/