Summit Public Schools
Summit, New Jersey
Grade Level: 5 / Content Area: General Music

Overview: The primary purpose of the music curriculum is to provide a continuous program of education that makes an important contribution toward developing the cultural, historical and aesthetic value of music for all students. Each student in the Summit elementary schools (grades 1-5) will have the opportunity to explore and develop their own musical potential, learn to value the various qualities of music and understand the contribution and importance of music to daily life.

Vocal/general music is offered to all children in grades 1-5. Students in these grades receive one 45-minute class per week. All students in grades 4 and 5 perform as a grade level chorus in two concerts per year. Extra rehearsals are scheduled prior to each concert to prepare the students for these performances.

The Summit Music Department recognizes the diversity of our student population and is committed to making every student's musical experience meaningful. At each grade level, the students will be given experiences in each of eight major areas of study: singing, movement, playing instruments, listening, reading, writing, improvisation and composition. These experiences will be chosen with careful attention to the developmental characteristics of children at each grade level and with cognizance of and sensitivity to the differing musical abilities of each child. Activities and musical content will reflect the cultural diversity of the community by including a wide range of works from different cultures and ethnic groups. Varied repertoire and experiences will allow our diverse students to be consistently challenged.

Note: The curriculum, based on the New Jersey State Standards, is organized by artistic process with the intent that each of the four processes will be infused, as applicable, throughout the units of study.

Grade 5 General Music

Artistic Process: Creating

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 1 (AS1) - Generating and conceptualizing ideas
- Anchor Standard 2 (AS2) - Organizing and developing ideas
- Anchor Standard 3 (AS3) - Refining and completing products

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS1 - How do musicians generate creative ideas? - AS2 - How do musicians make creative decisions? - AS3 - How do musicians improve the quality of their creative work?	- AS1 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - AS2 - Musicians' creative choices are influenced by their expertise, context, and expressive intent. - AS3 - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lesson ideas
Students will: 1.3A.5,Cr1a: Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a. Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context 1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. 1.3A.5.Cr3a: Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale	**Guiding Practices:** - Imagine - Plan - Make - Evaluate - Refine **Sample Lesson ideas:** - Students will explore music through singing, moving, playing, listening and composing - Students will explore music through social actions (circle games, taking turns) - Improvise rhythm and tonal patterns over an ostinato beat - Create a musical piece to express intent (i.e. place, animal, character, emotion) using vocal skill, classroom/found sounds or digital audio sound

for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Sample Assessments
Interdisciplinary Connections: • Social games and activities that focus on community and working together. • Emotional expression through music • Sound and science connection **Technology Integration:** • Recorded listening examples • Video and YouTube examples • Chrome music lab • Flipgrid **Media Literacy Integration:** • Teacher will provide websites for students to explore various aspects of performing ensembles	**Formative Assessments:** • Verbal responses (i.e. classroom discussions, singing independently and in small/large groups both with and without solfege) • Rhythmic responses using instruments or body percussion ((i.e. rhythm sticks or clapping) • Movement response (i.e. beat on body or percussion instruments) • Chrome Music Lab Compositions **Summative Assessments, Projects, and Celebrations:** • In class performances of created musical work • Student music journal

- Teacher will use various online platforms (such as FlipGrid, Google Forms, and Chrome Music Lab) for students to listen to listening examples as well as submit their own compositions.

Global Perspectives:
- Games, songs and instruments from a variety of cultures around the world.

- Student recorded audio and/or video performances (Gallery walk) using Chrome Music Lab and/or FlipGrid

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Performing

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 4 (AS4) - Selecting, analyzing and interpreting work.
- Anchor Standard 5 (AS5) - Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 6 (AS6) - Conveying meaning through art.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS4 - How do performers select repertoire? - AS5 - How do musicians improve the quality of their performance? - AS6 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	- AS4 - 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. - AS5 - 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. - AS6 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lesson Ideas
Students will: 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr4e: Convey creator's intent through the	**Guiding Practices:** - Select - Analyze - Interpret - Rehearse - Evaluate - Refine - Present **Sample Lesson ideas:** - Sing, play and move to a variety of musical pieces using various musical styles. - Sing musical pieces from standard notation - Sing, play and move to a variety of musical pieces

performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

using various forms (i.e. Canon/Round, Verse/Chorus, Call and Response)
- Sing, play and move to a variety of musical pieces while identifying rhythm and pitch.
- Sing, play and move to a variety of musical pieces while identifying dynamics
- Rehearse and perform various musical pieces with others.
- Practice proper concert choral etiquette appropriate for a school performance

Differentiation	Assessments
Interdisciplinary Connections: ● Social games and activities that focus on community and working together. ● Emotional expression through music	**Formative Assessments:** ● Sing or play parts of chosen songs from standard notation alone or with small group ● Sing or play a canon/round with a small group

- Sound and science connection

Technology Integration:
- Recorded listening examples
- Video and YouTube examples
- Uses of such online learning platforms as: Flipgrid, and Google Forms to listen to and submit assessments on given musical pieces.

Media Literacy Integration:
- Teacher will provide websites for students to explore various aspects of performing ensembles
- Teacher will use various online platforms (such as FlipGrid and Google Forms) for students to listen to listening examples as well as submit assessments.

Global Perspectives:
- Games, songs and instruments from a variety of cultures around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

- Sing or play a partner song with a small group
- Sing or play a given part of a musical piece and submit through Flipgrid and/or Google Forms

Summative Assessments, Projects, and Celebrations:

- 5th Grade Chorus performances in both the Winter and Spring Concerts

Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Responding

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 7 (AS7) - Perceiving and analyzing products.
- Anchor Standard 8 (AS8) - Interpreting intent and meaning.
- Anchor Standard 9 (AS9) - Applying criteria to evaluate products.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS7 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response? - AS8 - How do we discern the musical creators' and performers' expressive intent? - AS9 - How do we judge the quality of musical work(s) and performance(s)?	- AS7 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. - AS8 - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - AS9 - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lesson Ideas
Students will: 1.3A.5.Re7a: Demonstrate and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e.,social, cultural, historical). 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal	**Guiding Practices:** - Select - Analyze - Evaluate - Interpret **Sample Lesson ideas:** - Listening, singing, and moving to a variety of different musical styles and cultures. - Singing folk songs and playing games from different countries and cultures - Listening to music from various points of history and cultures and comparing and contrasting musical elements.

| | interpretations to reflect expressive intent. | ● Comparing and contrasting different musical styles (i.e. classical and folk, instrumental and choral, jazz and rock) |

interpretations to reflect expressive intent.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

● Comparing and contrasting different musical styles (i.e. classical and folk, instrumental and choral, jazz and rock)

Differentiation	**Assessments**
Interdisciplinary Connections: ● Social games and activities that focus on community and working together. ● Emotional expression through music ● Sound and science connection **Technology Integration:** ● Recorded listening examples ● Video and YouTube examples ● Uses of such online learning platforms as: Kahoot, Flipgrid, and Google Forms to listen to and submit musical ideas and reflections. **Media Literacy Integration:** ● Recorded listening examples ● Video and YouTube examples	**Formative Assessments:** ● Verbal responses (classroom discussions about specific pieces of music) ● Keeping a music journal ● Written responses about a specific piece of music. **Summative Assessments, Projects, and Celebrations:** ● Composer of the Month Units ● African-American Musicians/Composers of the Month ● Hispanic Heritage Month/Musicians and folk songs ● Studying a large musical work (i.e. an opera, musical or symphony) ● International Folk Dancing Unit

- Uses of such online learning platforms as: Kahoot, Flipgrid, and Google Forms to listen to and submit musical ideas and reflections.

Global Perspectives:
- Games, songs and instruments from a variety of cultures around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Connecting

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 10 (AS10) - Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11 (AS11) - Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS10 - How do musicians make meaningful connections to creating, performing, and responding? - AS11 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	AS10 & AS11 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lesson Ideas

Students will:
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with

Guiding Practices:
- Interconnection

Sample Lesson ideas:
- Students will learn songs of other cultures as well as our own (to include various languages, dances, and instruments)
- Ability to sing from memory songs in other languages
- Identify the country on a classroom map and learn about their history and culture
- Discuss qualities of the country, culture and context of selected works of music.
- Learn songs and games and discuss the context and purpose of their origin. (i.e sea chanteys, worksongs)
- Active listening (i.e. listening for a certain element in music, dances, moving to music).

reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections: ● Social games, dances and activities that focus on community and working together. ● Emotional expression through music ● Sound and science connection **Technology Integration:** ● Recorded listening examples ● Video and YouTube examples ● Uses of such online learning platforms as: Kahoot, Flipgrid, and Google Forms to listen to and submit musical ideas and reflections. **Media Literacy Integration** ● Teacher will provide websites for students to explore various aspects of performing ensembles ● Teacher will use various online platforms (such as Kahoot and Google Forms) for students to listen to and reflect on listening examples. **Global Perspectives** ● Games, songs and instruments from a variety of cultures around the world.	**Formative Assessments:** ● Collaborative verbal responses (i.e. classroom and/or small group discussions) ● Taking turns in a game that features a song from another culture **Summative Assessments, Projects, and Celebrations:** ● African-American Musicians/Composers of the Month ● Hispanic Heritage Month/Musicians and folk songs ● International Folk Dancing Unit

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading