PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Course Name: General Music	**Grade Level(s): 5th**
Department: Humanities	**Credits: N/A**
BOE Adoption Date: September 17, 2020	**Revision Date(s): August 5, 2020**

Course Description

Throughout this exploratory course, students will review the general principles of music *(melody, harmony, rhythm, notation, etc)* in performance based activities, listening activities, and research activities. Activities will occur in individual and group formats. The expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade. The organization of the New Jersey visual and performing arts standards reflects the critical importance of locating the separate arts disciplines *(dance, music, theatre, and visual art)* as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law   O=Diversity & Inclusion Law   <>=Holocaust   +=LGBT and Disabilities Law   *=AAPI (Asian American and Pacific Islanders) $=Financial Literacy   Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: General Music 5

Prerequisite(s): K-4 General Music

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Basic Musical Elements	20-25 days	Power Standards 1.3A.5.Pr4c 1.3A.5.Pr6a 1.3A.5.Pr5a Secondary Standards 1.3A.5.Cr2b 1.3A.5.Pr4a 1.3A.5.Pr4b	● The students will be able to identify basic note and rest values and perform them using hand percussion, buckets, and boomwhackers ● The students will be able to identify basic elements in music by listening to and performing different tunes	Understanding of basic music terminology such as melody, harmony, tempo, rhythm and rest values, and dynamics Performing hand percussion, buckets and boomwhackers using these elements
Unit 2: Advanced Musical Elements	20-25 days	Power Standards 1.3A.5.Pr4c 1.3A.5.Pr6a 1.3A.5.Pr5a Secondary Standards 1.3A.5.Cr2b 1.3A.5.Pr4a 1.3A.5.Pr4b	● The students will be able to identify advanced note and rest values and perform them using hand percussion, buckets, and boomwhackers ● The students will be able to identify advanced	Understanding of advanced music terminology such as melody, harmony, tempo, rhythm and rest values, and dynamics Performing hand percussion, buckets and boomwhackers using these elements

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			elements in music by listening to and performing different tunes	
Unit 3: Classical Music	10-15 days	Power Standards 1.3A.5.Pr4b 1.3A.5.Pr4d 1.3A.5.Re7b Secondary Standards 1.3A.5.Cr2b 1.3A.5.Cn10a	● The students will be able to analyze Classical, Baroque and Romantic Music ● The students will be able to recite information about Bach, Beethoven and Mozart ● The students will be able to identify music from the Classical, Baroque and Romantic era	Understanding classical music, history, listening skills, basic analysis of music
Unit 4: Patriotic Music	10-15 days	Power Standards 1.3A.5.Pr6a 1.3A.5.Pr4d Secondary Standards 1.3A.5.Cn10a 1.3A.5.Cn11a 1.3A.5.Re7a 1.3A.5.Re7b	● The students will be able to perform patriotic music including the national anthem, America the beautiful, and others. ● The students will be able to recite information about patriotic music, how it was created, why it was	Understanding listening skills, american history and the armed services

| | | | created and when it is performed. | |
| | | | ● The students will be able to identify music from the armed services. | |

Instructional Unit Map				
Course Title: Music 5				
Unit Title	Basic Musical Elements		**Start Date:**	Day 1
			Length of Unit:	20-25 Days
Content Standards *What do we want them to know, understand, & do?*	Power Standards **1.3A.5.Pr4c:** Analyze selected music by reading and performing using standard notation.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. | **Learning Goals** | ● The students will be able to identify basic note and rest values and perform them using hand percussion, buckets, and boomwhackers ● The students will be able to identify basic elements in music by listening to and performing different tunes | |

	1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. Secondary Standards **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.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, harmony) in music selected for performance.		
Essential Questions	● How is sound organized to create music? ● What is music?		

Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Questioning ● Think/Pair/Share ● Entrance and exit slips ● Compose-a-rhythm exercises ● Classwork exercises	● Performances ● Written unit quiz	

Unit Pre-Assessment(s) *What do they already know?*	Pre-assessment (writing, performance-based, and Kahoot activities)
Instructional Strategies/Student Activities	● Write/think/pair/share ● Guided practices ● Singing exercises ● Rhythm writing exercises

	● Rhythm playing exercises ● Cooperative grouping projects ● Modeling		
Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	● Verbal and visual cues ● Use native language for directions ● Adapted text ● Additional time ● Highlighting key words and directions	● Visual checklist for multi step instruction ● Additional time ● Verbal and visual cues ● Very test formats ● Verbal direction ● Shorter quizzes	● Additional time ● Concrete examples ● Verbal and visual cues ● Review directions ● Highlight key words and directions	● Tiered assessments ● Independent studies ● Advanced content
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process)		**Expression** (Products and/or Performance)	
	● Sing along and play along exercises ● Web based programs on chromebooks ● Written notation/rhythm practice ● Improvisation projects		● Small group or solo performances ● Small group presentations ● Alternative assignments	

Vocabulary *Highlight key vocabulary* *(both Tier II and Tier III words)*	Tier 2: Recorder, active reading, patterns, listening, analysis, drum Tier 3: Melody, Harmony, Note, Rest, Treble Clef, Rhythm, Tempo, Dynamics
Integration of Technology SAMR	S and A: Students will use google docs to create a group rhythm composition using the add-on VexTab music notation S and A: Students will create a composition using flat (https://flat.io/) M and A: Using online voice recorder to record the student's rhythm performance A and R: Using kahoot for pretest and review exercises
Interdisciplinary Connections NJ Student Learning Standards	**Technology** 8.1.5.A.1 Using a word document to create a rhythm composition. 8.1.5.A.2 Formating the word document so the rhythm is correct based on predetermined rules. **Career Ready Practices** **CRP2** Apply appropriate academic and technical skills **CRP6** Demonstrate creativity and innovation **CRP8** Utilize critical thinking to make sense of problems and persevere in solving them Diversity, Equity, and Inclusion (DEI)

21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness: Students will read and perform folk tunes from different cultures and points in history- African chants, folk songs from other cultures, etc.	- Creativity and innovation - Critical thinking and problem solving - Communication and collaboration - Flexibility and adaptability - Initiative and self-direction - Productivity and accountability - Leadership and responsibility

Resources/Materials	Recorders
	Buckets and drum sticks
	Hand percussion
	Boomwackers
	Folk songs book

Instructional Unit Map				
Course Title: Music 5				
Unit Title	Advanced Musical Elements		**Start Date:**	Day 26-50
			Length of Unit:	20-25 Days
Content Standards *What do we want them to know, understand, & do?*	Power Standards **1.3A.5.Pr4c:** Analyze selected music by reading and performing using standard notation. **1.3A.5.Pr6a:** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	**Learning Goals**	● The students will be able to identify advanced note and rest values and perform them using hand percussion, buckets, and boomwhackers ● The students will be able to identify advanced elements in music by listening to and performing different tunes	

	1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. Secondary Standards **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.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, harmony) in music selected for performance.			
Essential Questions	● How is sound organized to create music? ● What is music?			
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**		**Summative**	**Alternative**
	● **Questioning** ● **Think/Pair/Share** ● **Entrance and exit slips** ● **Compose-a-rhythm exercises** ● **Classwork exercises**		● **Performances** ● **Written unit quiz**	
Unit Pre-Assessment(s) *What do they already know?*	Pre-assessment KWL Chart			
Instructional Strategies/Student Activities	● Write/think/pair/share ● Guided practices ● Singing exercises ● Rhythm writing exercises			

	● Rhythm playing exercises ● Cooperative grouping projects ● Modeling		
Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	● Verbal and visual cues ● Use native language for directions ● Adapted text ● Additional time ● Highlighting key words and directions	● Visual checklist for multi step instruction ● Additional time ● Verbal and visual cues ● Very test formats ● Verbal direction ● Shorter quizzes	● Additional time ● Concrete examples ● Verbal and visual cues ● Review directions ● Highlight key words and directions	● Tiered assessments ● Independent studies ● Advanced content

	Access (Resources and/or Process)	**Expression** (Products and/or Performance)
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	● Sing along and play along exercises ● Web based programs on chromebooks ● Written notation/rhythm practice ● Improvisation projects	● Small group or solo performances ● Small group presentations ● Alternative assignments

Vocabulary *Highlight key vocabulary* *(both Tier II and Tier III words)*	Tier 2: Recorder, active reading, patterns, listening, analysis, drum Tier 3: Melody, Harmony, Note, Rest, Treble Clef, Rhythm, Tempo, Dynamics
Integration of Technology SAMR	S and A: Students will use google docs to create a group rhythm composition using the add-on VexTab music notation S and A: Students will create a composition using flat (https://flat.io/) M and A: Using online voice recorder to record the student's rhythm performance A and R: Using kahoot for pretest and review exercises
Interdisciplinary Connections NJ Student Learning Standards	**Technology** 8.1.5.A.1 Using a word document to create a rhythm composition. 8.1.5.A.2 Formating the word document so the rhythm is correct based on predetermined rules. **Career Ready Practices** **CRP2** Apply appropriate academic and technical skills **CRP6** Demonstrate creativity and innovation **CRP8** Utilize critical thinking to make sense of problems and persevere in solving them Diversity, Equity, and Inclusion (DEI) LGBTQ+ Career Education

21ˢᵗ Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness: Students will read and perform folk tunes from different cultures and points in history- African chants, folk songs from other cultures, etc.	• Creativity and innovation • Critical thinking and problem solving • Communication and collaboration • Flexibility and adaptability • Initiative and self-direction

		● Productivity and accountability ● Leadership and responsibility
Resources/Materials	Recorders Buckets and drum sticks Hand percussion Boomwackers Folk songs book	

Instructional Unit Map			
Course Title: Music 5			
Unit Title	Classical Music	**Start Date:**	Days 40-50
		Length of Unit:	10 Days
Content Standards *What do we want them to know, understand, & do?*	Power Standards **1.3A.5.Pr4b:** Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. **1.3A.5.Pr4d:**	**Learning Goals**	● The students will be able to analyze Classical, Baroque and Romantic Music ● The students will be able to recite information about Bach, Beethoven and Mozart ● The students will be able to identify music from the Classical, Baroque and Romantic era

	Explain how context (e.g., personal, social, cultural, historical) informs performances. **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). Secondary Standards **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.Cn10a:** Demonstrate how interests, knowledge, and skills related to		

	personal choices and intent when creating, performing, and responding to music.		
Essential Questions	● How does one musical style influence another? ● How do music and history influence each other? ● How does culture affect music?		

Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● **Questioning** ● **Think/Pair/Share** ● **Entrance and exit slips** ● **Classwork exercises**	● **Presentations** ● **Written unit quiz**	

Unit Pre-Assessment(s) *What do they already know?*	KWL Reflection Activity

Instructional Strategies/Student Activities	● Write/think/pair/share ● Research projects ● Presentations ● Cooperative grouping projects ● Modeling

Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	● Verbal and visual cues	● Visual checklist for multi	● Additional time ● Concrete examples ● Verbal and visual cues	● Tiered assessments

	• Use native language for directions • Adapted text • Additional time • Highlighting key words and directions	step instruction • Additional time • Verbal and visual cues • Very test formats • Verbal direction • Shorter quizzes	• Review directions • Highlight key words and directions	• Independent studies • Advanced content

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	• Web based programs on chromebooks • Written notation/rhythm practice • Improvisation projects	• Small group or solo performances • Small group presentations • Alternative assignments

Vocabulary *Highlight key vocabulary* *(both Tier II and Tier III words)*	Tier 2: Active reading, listening, history, culture, England, Germany, France, Italy Tier 3: Melody, Harmony, Style, Form, Orchestra, Opera

Integration of Technology SAMR	S and A: Students will use google docs to create a group rhythm composition using the add-on VexTab music notation S and A: Students will create a composition using flat (https://flat.io/) M and A: Using online voice recorder to record the student's rhythm performance A and R: Using kahoot for pretest and review exercises

Interdisciplinary Connections NJ Student Learning Standards	**Technology** 8.1.5.A.1 Using a word document to create a rhythm composition. 8.1.5.A.2 Formating the word document so the rhythm is correct based on predetermined rules. **Career Ready Practices** **CRP2** Apply appropriate academic and technical skills **CRP6** Demonstrate creativity and innovation **CRP8** Utilize critical thinking to make sense of problems and persevere in solving them Diversity, Equity, and Inclusion (DEI) LGBTQ+ Career Education	
21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness: Students will listen and analyze different genres of classical music in different european countries	● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Flexibility and adaptability ● Initiative and self-direction ● Productivity and accountability ● Leadership and responsibility
Resources/Materials	Listening and reflection journals Chromebooks Sheet music	

Instructional Unit Map

Course Title: Music 5				
Unit Title	Patriotic Music		**Start Date:**	Days 50-60
			Length of Unit:	10 Days
Content Standards *What do we want them to know, understand, & do?*	Power Standards **1.3A.5.Pr6a:** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. **1.3A.5.Pr4d:** Explain how context (e.g., personal, social, cultural, historical) informs performances. Secondary Standards **1.3A.5.Cn10a:** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	Learning Goals	• The students will be able to perform patriotic music including the national anthem, America the beautiful, and others. • The students will be able to recite information about patriotic music, how it was created, why it was created and when it is performed. • The students will be able to identify music from the armed services.	

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	1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **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)..		

Essential Questions	- How does one musical style influence another? - How do music and history influence each other? - How does culture affect music?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	Questioning **Think/Pair/Share** **Entrance and exit slips** **Classwork exercises**	**Presentations** **Written unit quiz**	
Unit Pre-Assessment(s) *What do they already know?*	KWL Reflection Activity Pre-Assessment Kahoot		
Instructional Strategies/Student Activities	- Write/think/pair/share - Research projects - Presentations - Cooperative grouping projects - Modeling		
Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	- Verbal and visual cues - Use native language for directions - Adapted text - Additional time	- Visual checklist for multi step instruction - Additional time	- Additional time - Concrete examples - Verbal and visual cues - Review directions - Highlight key words and directions	- Tiered assessments - Independent studies - Advanced content

	● Highlighting key words and directions	● Verbal and visual cues ● Very test formats ● Verbal direction ● Shorter quizzes	

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	● Sing along and play along exercises ● Web based programs on chromebooks ● Written notation/rhythm practice ● Improvisation projects	● Small group or solo performances ● Small group presentations ● Alternative assignments

Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier 2: Active reading, listening, history, culture, Army, Navy, Air Force, Marines, National Anthem, Instruments Tier 3: Melody, Harmony, Style, Form, Military Band, Lyrics
Integration of Technology [SAMR](#)	S and A: Students will use google docs to create a group rhythm composition using the add-on VexTab music notation S and A: Students will create a composition using flat (https://flat.io/) M and A: Using online voice recorder to record the student's rhythm performance A and R: Using kahoot for pretest and review exercises
Interdisciplinary Connections [NJ Student Learning Standards](#)	**Technology** 8.1.5.A.1 Using a word document to create a rhythm composition. 8.1.5.A.2 Formating the word document so the rhythm is correct based on predetermined rules. **Career Ready Practices**

	CRP2 Apply appropriate academic and technical skills
	CRP6 Demonstrate creativity and innovation
	CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
	Diversity, Equity, and Inclusion (DEI)
	LGBTQ+
	Career Education
	Holocaust

21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness: Students will read and perform patriotic tunes from different eras in American history	- Creativity and innovation - Critical thinking and problem solving - Communication and collaboration - Flexibility and adaptability - Initiative and self-direction - Productivity and accountability - Leadership and responsibility
Resources/Materials	Patriotic sheet music Folk songs textbook Student reflection journals	