



**Califon Public School
Music Curriculum**

Subject: Music	Grade: 4	Unit #: 1	Pacing: 40 weeks
Unit Title: Create: Musical Elements			

OVERVIEW OF UNIT:

Students learn the basic fundamentals of music, including but not limited to, rhythm, melody, and form, and dynamics which enables them to embrace musical creativity. Students will build upon music reading skills previously learned and apply them by playing recorder, classroom instruments, singing and composition.

Interdisciplinary connections: Social Studies, Math, World Language, Reading, Writing, PE, Art, Science

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources ● Musicians' creative choices are influenced by their expertise, context and expressive intent. ● Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. 	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work?

Objectives

Students will be able to:

- read, write, and perform rhythms using modified musical notation
- read, write, and perform melodies using modified musical notation
- Identify parts of the staff
- Play and sing in a group using musical notation.

Students will know:

- Music notation: note vs. rest, eighth notes, quarter notes, half notes, whole notes, quarter rest. Notation may be modified using Kodaly and Dalcroze methodologies.
- Parts of the staff: lines, spaces
- Music is organized into measures based on the time signature
- Form AB and ABA

Assessment**Formative:****Student Participation****Formative: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed each class on their level of engagement, cooperation, and participation in class discussions and activities.

Teacher Observation**Formative: Oral: Interactive Discussion/ Debate**

Students will be assessed through observation during class discussions and activities for accuracy, understanding, and technical ability.

Teacher-Student Conferences

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

Summative:**Classwork****Summative: (Other)**

Students will engage in written or hands on activities to demonstrate understanding of written notation

Instrumental Proficiency**Summative: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed on playing proficiency on the recorder or similar instrument with regard to technique, rhythmic accuracy, and melodic accuracy.

Projects

Composition

Benchmark**Pre-Assessment****Benchmark: Written (Test): Selected Response Only**

At the beginning of this unit students are given a written assessment of content that will be covered in this unit.

Alternative:

- **Modified Assessment based on individual IEPs and Advanced skills**

Performance: Authentic Task/Skill Demonstration

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

Key Vocabulary

- staff
- treble clef
- lines and spaces
- ta , ti ti, quarter note, eighth note, half note, rest
- piano, forte
- measure
- Solfege
- pitch
- rhythm/steady beat

Resources & Materials

- Music k8
- Music Express

Recorder Express

- Orff Schulwerk
- Kodaly
- Teachers Pay Teachers
- Youtube
- Online resources
- Teacher made materials

Technology Infusion

Teacher Technology:

- Computer
- iPad
- Smart Board
- Google Docs

Student Technology

- Smart Board
- Google Docs, Slides
- ChromeBooks

Activities:

- Web based activities
- Interactive games activities
- Singing with projected lyrics
- Supplemental videos from web and youtube

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration

Activities:

- Students learn and use music terms in Italian
- Singing
- Playing Instruments

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
7.1.NM.IPRET.1 :	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2 :	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

21st Century Life Skills

Activities:

- Composition
- Improvisation
- Collaboration

Standard	Standard Description
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers	
Activities: <ul style="list-style-type: none"> ● Class Discussion ● Projects 	
Standard	Standard Description
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Standards	
Standard #	Standard Description
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.Cr.3A.52a	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 for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm



**Califon Public School
Music Curriculum**

Subject: Music	Grade: 4	Unit #: 2	Pacing: 16 weeks
Unit Title: Performance: Vocal and Instrumental Development			

OVERVIEW OF UNIT:

Students will use proper vocal and instrumental techniques while rehearsing music for Winter and Spring Music Programs. Students will practice performance decorum and proper audience etiquette. Students will apply appropriate music terminology in written or oral critique of performance. Other performance opportunities include chorus and band.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> • .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. The context and how a work is presented influence audience response. 	<ul style="list-style-type: none"> • 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?
Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Sing on Pitch in a group • Memoize lyrics • Perform Movement/dance • Play instruments 	

- Be Professional
- Follow conducting cues

Students will know:

- Age appropriate vocal technique
- Professional performance procedures
- Musical terminology as it applies to performance pieces

Assessment

Formative: Participation

Students are assessed each class during concert preparation for the following skills:

- effort
- following musical score and conductor cues
- vocal production
- memorization
- concert procedures
- instrumental technique

Teacher-Student Conferences

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

Summative:

Authentic Task/Skill Demonstration

Students will be assessed by observation each class period for their comprehension and accuracy of the performance material. Students will also be expected to demonstrate proper performance and audience etiquette.

Performance Critique

Written or oral student assessment of Music Concert. Information to include:

- overall performance
- areas of strength
- areas for growth
- personal accomplishments and/or areas for growth.

- professionalism

Benchmark:**Pre Concert Preparation**

Students will be assessed through observation and authentic skills proficiency during weeks prior to concert preparation to determine appropriate age and skill level music for the Winter Concert.

Alternative:**Modified Assessment based on individual IEPs and Advanced skills****Performance: Authentic Task/Skill Demonstration**

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension

Key Vocabulary

- Posture
- Professional (standing tall, feet forward, hands to side, face to audience, voices quiet except when singing)
- Staff, measure, steady beat
- Pitch, rhythm
- Cue
- Cut off

Resources & Materials

Music K-8
 Music Express
 JW Pepper
 School Music Library
 Youtube
 iTunes

Technology Infusion**Teacher Technology:**

- iPad

- Computer
- Smart Board
- Online resources ie youtube
- Google Docs

Student Technology:

- Smart Board
- Teacher Web page
- Google Docs
- ChromeBooks

Activities:

- Students learn lyrics, vocal parts, instrumental parts from projected images
- Video recordings of concert material
- Recordings and lyrics posted on teacher web page
- Lyrics projected from Google Docs

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration

Activities:

- Learn and perform motions and dance steps to songs
- Students improvise choreography
- Students help design choreography
- Students use expression while performing songs
- Students use stage presence and follow performance etiquette

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
1.1.5.Cr1a:	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content
1.1.5.Pr4b:	Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

21st Century Life Skills

Activities:

- Class discussions
- Rehearsals
- Self Performance Critique
- Group Performance Critique

Standard	Standard Description
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Careers

Activities:

- Class Discussions
- Projects

Standard	Standard Description
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
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Standards	
Standard #	Standard Description
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.
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 intents through the 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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Music Curriculum**

Subject: Music	Grade: 4	Unit #: 3	Pacing: 40 weeks
Unit Title: Responding to Music: Music History and World Music/Listening Skills			

OVERVIEW OF UNIT:

Students will learn to be active listeners and demonstrate proper audience etiquette. Students will be exposed to a wide variety of musical styles and composers from various periods of music history. Students will be able to critique and express themselves through music. Students will be introduced to music from many cultures.
Interdisciplinary Connections: Social Studies, Art, Dance, ELA, World Language

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> • 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. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 	<ul style="list-style-type: none"> • How do individuals choose music to experience? How does understanding the structure and context of music inform a response? • How do we judge the quality of musical work(s) and performance(s)? • How do we discern the musical creators' and performers' expressive
Objectives	
Students will be able to:	

- Demonstrate active listening skills
- Demonstrate proper audience etiquette
- Express music through movement, oral or written response, art, and other hands on activities.
- Compare, contrast, and critique music based on their knowledge of musical elements.

Students will know:

- The definition of active listening
- Proper audience etiquette: quiet voice and body, active listening, when to clap.
- Response to music is individual; there is not right or wrong.
- How specific works of music and composers fit into historical context

Assessment

Formative Assessment:

- **Teacher Observation**

Observation of student active listening skills.

- Student is listening
- Student is quiet
- Student response i.e. written, oral
- **Teacher-Student Conferences**

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

- **Class Discussions**

Summative Assessment:

- **Participation**
 - oral discussion
 - written reflection
 - artwork
 - movement
 - Activities/Games
- Projects
- Authentic Tasks

Benchmark:

- **Pre Assessment**
Benchmark: Performance: Authentic Task/ Skill Demonstration
Students will be assessed through observation at the beginning of the unit.

Alternative:

- **Modified Assessment based on individual IEPs and Advanced skills**
Performance: Authentic Task/Skill Demonstration
Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

Key Vocabulary

- active listening
- tempo: fast, slow
- pitch: high, low
- Instrument families: Brass, Woodwind, Strings, Percussion, Keyboard
- Composer
- Music Periods: Baroque, Classical, Romantic, Modern
- Cultural influences: language, practices

Resources & Materials

- Books
- Teachers Pay Teachers
- Music Express
- Youtube
- NAfME.org
- iTunes
- Classicsforkids.com
- Music Play Online
- Websites

Technology Infusion

Teacher Technology:

- Computer
- iPad
- Smart Board
- Google Slides
- iTunes

Student Technology:

- Smart Board
- Google Slides
- iTunes

Activities:

- Interactive websites
- Composer research
- Youtube: Live Performances

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration

Activities:

- Presentation of historical composers, various genres of world music through listening, google slides, videos, student research and projects
- Students respond to listening examples using appropriate music terms in Italian

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>

- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.HistoryCC.4:	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.7:	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
7.1.NM.IPRET.1:	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2:	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

21st Century Life Skills

Activities:

- Class Discussion
- Student research
- Student Projects/Presentations

Standard	Standard Description
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:

- Class Discussions
- Projects

Standard	Standard Description
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Standards	
Standard #	Standard Description
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 interpretations to reflect expressive intent.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations

<ul style="list-style-type: none">● Use online resources for skill building● Provide teacher notes● Use collaborative grouping strategies such as small groups● NJDOE resources - http://www.state.nj.us/education/specialed/			<ul style="list-style-type: none">● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Music Curriculum**

Subject: Music	Grade: 4	Unit #: 4	Pacing: 40 weeks
Unit Title: Connect: Music Enriches our Lives			

OVERVIEW OF UNIT:

In this unit, students will examine ways in which music enriches our life daily. Areas of study may include but are not limited to recreation, advertisement, movies, musical theatre, pop culture i.e. video games, social media, and social and emotional self care. Students will conclude areas of focus with a project or activity.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> • 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?
Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify ways in which music enhances our daily lives • Compare and contrast specific examples • Produce examples of life connections to music, found or created • Practice Mindfulness with music 	

Students will know:

- How and when music surrounds our daily life
- How various genres and musical elements influence a musical experience
- Purpose of Mindfulness

Assessment**Formative Assessment:**

- **Participation**
Formative: Performance: Authentic Task/ Skill Demonstration
Students will be evaluated each class on their level of engagement, effort, and cooperation. Monthly participation grades will be recorded in the grade book.
- **Teacher-Student Conferences**
Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.
- **Class Discussions**
- **Activities and Games**

Summative Assessment:

- **Teacher Observation**
Summative: Performance: Authentic Task/ Skill Demonstration
Students will be assessed each class for comprehension and mastery of subject/skill per teacher observation.
- **Projects**
- **Performance Tasks**
Games and Activities

Benchmark:

- **Pre Assessment**
Benchmark: Performance: Authentic Task/ Skill Demonstration
Students will be assessed through observation at the beginning of the unit.

Alternative:

- **Modified Assessment based on individual IEPs and Advanced skills**
Performance: Authentic Task/Skill Demonstration
Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

Key Vocabulary

- Mindfulness
- Breath
- Composition
- Genre
- Purposes for music
 - entertainment
 - recreation
 - advertising
 - video games
 - movies/tv
 - Emotional Support

Resources & Materials

- Music Express
- Music K-8
- Teachers Pay Teachers
- www.classicsforkids.com
- NAFME.org
- iTunes
- Teacher made resources
- Music Play Online

Technology Infusion

Teacher Technology:

- iPad
- Chromebook
- Smart Board
- Online resources ie youtube

Student Technology:

- Smart Board
- Google Apps for Education
- Chromebooks

Activities:

- Interactive Websites
- Interactive learning games

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration

Activities:

- Class discussion
- Written Activities

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

21st Century Life Skills

Activities:

<ul style="list-style-type: none"> ● Class discussion ● Projects ● Listening Activities ● Games/Activities 	
Standard	Standard Description
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers	
Activities: <ul style="list-style-type: none"> ● Class Discussion ● Projects ● Games/Activities 	
Standard	Standard Description
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Standards	
Standard #	Standard Description
1.3A.5.Cn10a:	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.5.Cn11a:	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills,

<ul style="list-style-type: none"> ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/responsive-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<p>open-ended thinking, discovery</p> <ul style="list-style-type: none"> ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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