



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 5 **SUBJECT: MUSIC**

NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Unit 1 The Creative Process

Overview: In this course students will learn basic music symbols and their use working on concert Pitches: F, Eb, D, C, Bb, G Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest. Students will experiment will various instruments from cultures around the world.

Time Frame: First Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

Essential Questions:

What is music?

Is music its own language?

Why is rhythm important?

NJDOE Standards Born on Date: 2014



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p>	<p>Topics- Concert Pitches: Across a Chromatic Octave, Rhythms:(Note Values) Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest</p>	<p>Students learn basic music symbols and their use (staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata).,</p>	<p>Musical Symbols” http://brebru.com/violin/v1/v0b.html</p> <p>Time signatures: https://courses.lumenlearning.com/musicappreciation_with_theory/chapter/time-signature/</p>	<p>Benchmark Assessment: - Common Formative Assessment</p>
<p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	<p>SWBAT – Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter.</p> <p>Read and perform: syncopated rhythms, dotted eighth-note/sixteenth note rhythms.</p>	<p>NJSLSA.L6 Students will use foldables to learn pitches and values of basic notes and rests (quarter note, quarter rest, half note, half rest, whole note, whole rest, line notes and space notes.)</p>	<p>Foldables: http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf</p> <p>Syncopated Rhythms: https://study.com/academy/lesson/rhythm-recognizing-syncopation-dotted-notes-ties.html</p>	<p>Formative: - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment</p> <p>Summative: Exit tickets Foldable Teacher-made check sheets and rubrics. Viewing/Listening activities to identify musical characteristics. Evaluate and critique a work of music while using proper musical</p>
<p>1.2.5.A.1 Recognize works of dance, music, theatre,</p>	<p>Identify vocal ranges: Soprano, Alto, Tenor, Bass.</p> <p>Compare and contrast</p>	<p>Students will read and perform a steady beat and syncopated rhythms.</p>		



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<p>and visual art as a reflection of societal values and beliefs.</p> <p>1.4.5.A.2</p> <p>Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of references (e.g. personal, social, political, historical context)</p>	<p>instrumentation from diverse cultures.</p> <p>Identify and perform sudden dynamic changes (e.g. subito piano); Identify and perform tempo : allegro, moderato, adagio, accelerando, ritardando, presto, and andante.</p> <p>Study of Form: Identify sections of the form such as the introduction, interlude, coda, D.C. al fine (ABA); first and second endings.</p> <p>Identify/read the home tone as Do and as La; tonic note of scale; monophonic, homophonic, and polyphonic textures; and identify the I, IV, and V7 chords.</p>	<p>NJSLSA.L6</p> <p>Students will view performances (video clips) and identify varied vocal ranges. NJSLSA.L6, NJSLSA.W9</p> <p>Students will experiment with various instruments from cultures around the world. 6.2.8.D.1.b</p> <p>Students will discuss in small groups the differences and similarities of instruments from various cultures. NJSLSA.SL1, NJSLSA.L3</p>	<p>Music Symbol game: https://makingmusicfun.net/htm/f_mmf_music_library/music_symbol_swat_lesson.php</p> <p>Basic note values: https://www.frelinghuysenschool.org/site/handlers/filedownload.ashx?moduleinstanceid=311&dataid=149&FileName=Reading%20Music%20%20Practice.pdf</p> <p>Instruments from various cultures: https://makingmulticulturalmusic.wordpress.com/tag/instruments-from-around-the-world-for-kids/</p> <p>Introduction/interlude coda: https://www.musick8.com/html/ideadisplay.php?ibid=468</p>	<p>terminology. Participate in discussions about musical instruments</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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	<p>Monophonic vs polyphonic: https://www.youtube.com/watch?v=eo2mGNvWEqY</p> <p>Identifying Chords: https://www.youtube.com/watch?v=Hd3AJjskLes</p> <p>Identifying Chords: https://www.studybass.com/lessons/harmony/the-i-iv-and-v-chords/</p> <p>Instruments, Warm-up sheets, and supplemental concert music</p>
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Key Vocabulary: Monophonic, polyphonic, allegro, moderato, adagio, accelerando, ritardando, presto, andante, Soprano, Alto, Tenor, Bass, interlude, coda, D.C. al fine



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Unit 2 - Performance

Overview: Students will enhance and refine performance skills with focus on three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.

Time Frame: Second Marking Period

Enduring Understandings: All students will demonstrate an understanding of the rules that govern the creation of works of art in music, in the varied cultures of the world.

Essential Questions:

Why do all cultures have music?

Why does music have rules?

Why are dynamics important?



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p>	<p>Topics</p> <p>Rhythms: Developing Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales (half notes then quarters)</p> <p>SWBAT – On pitched barred instruments and/or recorder, perform three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.</p>	<p>Students will view video clips of musical performances and discuss how it is a combination of a series of musical tones with correct application of rhythm and meter, articulations, dynamics and tonal terminations.</p> <p>NJSLSA.W9, NJSLSA.L3.</p>	<p>Kids orchestra: https://www.youtube.com/watch?v=AHaNU0-tC8U&start_radio=1&list=RDAHaNU0-tC8U&t=0</p> <p>Conductor video: https://www.youtube.com/watch?v=vivT5NaT8Kg</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> - Common formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> - Observation - Question and answer group discussion
<p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>	<p>16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.</p>	<p>Students will view performances from various time periods and genres and describe how conducting patterns relate to the different time signatures.</p> <p>NJSLSA.W9, 6.2.8.D.1.b</p>	<p>Meter: https://www.musick8.com/html/ideadisplay.php?ibid=1442</p> <p>Welcome to Music Together Coastal Melodies - Rhythm Kids www.mandasmusic.com/rhythm-kids.html</p>	<ul style="list-style-type: none"> - Reflections - Self- Assessment - Peer Assessment
<p>1.3.5.B.4 Decode how the elements of music are used to achieve unity</p>	<p>Read and sing melodies from various cultures using</p>	<p>Continue to learn to read</p>	<p>Music Together Vivo -</p>	<p>Summative:</p> <p>Formative:</p> <ul style="list-style-type: none"> - Observation - Question and answer group discussion - vReflections



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<p>and variety, tension and release, and balance in musical compositions.</p> <p>1.4.5.A.1 Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.1.5.B.1 Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and</p>	<p>note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.</p> <p>Sing rounds/canons, partner songs, and two-part songs from various cultures, using correct posture, vocal placement, and breathing technique.</p> <p>Improvise a vocal melody in call-and-response form to a given instrumental prompt.</p> <p>Compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.</p>	<p>basic music notation. NJSLSA.W9</p> <p>Students will read notes and play on barred instruments (recorder). NJSLSA.W9,</p> <p>Identify musical elements as they view performances. NJSLSA.L6</p> <p>Demonstrate musical elements in a drum circle and discuss the cultural influences.</p> <p>Demonstrate and perform songs which include tempo and dynamics (vocal and on instruments) from various cultures.</p> <p>Demonstrate proper</p>	<p><u>Rhythm Kids Level 2</u> <u>https://musictogethervivo.com/rhythm-kids-level2.html</u></p> <p>Note values: <u>http://lessonplanspage.com/music7-upgamefornotevalues25-htm/</u></p> <p>Notation activity: <u>https://www.bethsnotesplus.com/2012/01/staff-manipulates.html</u></p> <p>Dynamic Video: <u>https://www.youtube.com/watch?v=YQ7zA2_um8s</u></p> <p>Songs to demonstrate tempo/dynamics: <u>https://sites.google.com/site/mrswalkersmusicroom/Listeni</u></p>	<p>- Self- Assessment</p> <p>Summative: -Evaluation of reading music -Student plays or sings with others or alone. -Weekly Practice Charts-recorder -Exit tickets -Teacher-made check sheets and rubrics. -Listening activities to identify musical characteristics. -Participate in Discussions.</p> <p>Alternative Assessments:</p> <p>20 Quick Formative</p>
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melodic and harmonic progressions, and differentiate basic structures.

breathing and posture techniques. **NJSLSA.W9,**

In small groups, compose and notate a melody for the recorder (or other barred instruments). **NJSLSA.W9, NJSLSA.SL1**

n g-Examples

Drum Circle:
<https://caldwellorganizedchaos.blogspot.com/2015/05/teacher-tuesday-drum-circle-lesson-ideas.html>

Recorder songs:
<https://www.bethsnotesplus.com/2013/01/recorder-songs-gab.html>

Composing on the Recorder:
<https://www.bethsnotesplus.com/2012/03/teaching-composition-5th-grade.html>

Musical instruments
Warm-up sheets and supplemental concert music

Assessments from the art of education:

- Outcome Sentences
 - Pair-Share
 - 3-2-1
 - Beach ball
- <https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>



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Key Vocabulary: ostinato, pentatonic, syncopation, diatonic, chromatic additions, rhythm and meter, articulations, dynamics and tonal terminations



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Unit 3 - Performance

Overview: This unit focuses on the synthesis of skills needed in order to perform music (including reading musical notation). Critique of students' own performances is also emphasized in this unit.

Time Frame: Third Marking Period

Enduring Understandings: All students will demonstrate an understanding of the skills needed to create and perform music.

Essential Questions:

Why is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.5.B.1 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing</p> <p>1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments</p>	<p>Topics – Integrating Playing & Musical Concepts</p> <p>SWBAT – Perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5 (making allowances for emerging cambiata voices).</p> <p>Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor.</p> <p>Improvise a vocal melody on a diatonic scale over a</p>	<p>Students will read, count and perform various notes and rests, including eighth notes followed by eighth note rests.</p> <p>They will play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern.</p> <p>Students will perform drum rudiments (a closed roll and extended roll (percussion).</p> <p>Students will research and discuss they history and rudiments of improvisation. NJSLSA.L3., 6.2.8.D.1.b</p> <p>Students will improvise a</p>	<p>Rounds, partner songs: https://www.betsyleebail ey mu sic.com/echo-songs-rounds-and-partner-songs.html</p> <p>Song Library: https://www.learner.org/resou rces/series165.html</p> <p>Scales: https://www.mymusictheory.com/for-students/grade-5/52-6- scales</p> <p>Note patterns: https://www.bethsnotes plus.c om/2014/03/5th-grade-rhythm-lessons-resources.html</p>	<p>Benchmark Assessment: - Common formative Assessment</p> <p>Formative: - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment - Self- Assessment</p> <p>Summative: -Evaluation of knowledge of musical notation -Student plays or sings with others and alone. -Musical Scores -Use of musical</p>



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<p>and/or computer programs.</p> <p>1.1.5.B.1 Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.4.5.A.1 Employ basic, <u>discipline- specific arts terminology</u> to</p>	<p>given harmonic progression using I-V7, and ending on the home tone using either solfege or a neutral syllable ("loo").</p> <p>Improvise a melody on a diatonic scale over a given harmonic progression using I-V7, ending on the home tone played on barred instruments or recorder.</p> <p>Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and/or 4/4 time, and resolving to the home tone, using traditional instruments and/or computer programs.</p>	<p>melody (vocally and on instruments).</p> <p>Students will work in small groups to compose and score a melody (using Garage Band). NJSLSA.SL1</p> <p>Students will work in small groups to compose and score a melody for instruments. NJSLSA.SL1</p> <p>Students will perform their compositions for their groups. NJSLSA.SL1</p> <p>Students will discuss the performances using music terminology. NJSLSA.L6</p>	<p>Composing lesson: https://www.mymusictheory.com/for-students/grade-5/58-12-composing-a-melody-general-tips</p> <p>2 measure repeat: http://www.playdrums.com/Pad/lesson11-repeats.asp</p> <p>Drum Rudiments: http://www.playdrums.com/Pad/Snare_Rudimental/Paradiddles/paradiddles.asp</p> <p>Improvising a melody: https://www.mymusictheory.com/for-students/grade-5/58-12-composin</p>	<p>terminology during discussions</p> <p>-Research</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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<p>categorize works of dance, music, theatre, and visual art according to established classifications.</p>	<p>g-a-melody-general-tips</p> <p>Garage Band Composing: https://folstadtime2c2015.weebly.com/journal-2015/garageband-composing-grade-5-lesson-plan</p> <p>Musical Instruments</p> <p>Warm-up sheets and supplemental concert music</p> <p>Garage Band</p>	
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Key Vocabulary: home tone, solfege, loo, harmonic progression, measure repeat, paradiddle, closed roll and extended roll



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Unit 4 - Aesthetic Responses and Critique Methodologies

Overview: In this unit students will learn about music from different genres and how the elements of music may be employed differently. Critique of performances using specific criteria will be emphasized.

Time Frame: Fourth Marking Period

Enduring Understandings: All students will demonstrate an understanding of how differing genres of music apply the elements and principles of music.

Essential Questions:

Why is it important to critique your own performance?

Why is it important to critique others performances using specific criteria?

How do different genres of music use the elements of music differently and impact audiences differently?



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Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.4.5.A.1 Employ basic, discipline- specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is</p>	<p>Topics – Integrating Playing & Musical Concepts/Spring Concert</p> <p>SWBAT – Teacher chooses three disparate genres of music (e.g., classical, country western, folk, rock); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres.</p>	<p>Groups of students will be given a genre of music and conduct research (folk, rock and roll, country/western). NJSLSA.W9, NJSLSA.SL1</p> <p>Students will create a powerpoint presentation on their genre (including audio clips). NJSLSA.R7.</p> <p>Students will present their research to the class. NJSLSA.SL1</p> <p>After research is presented, students will use a graphic organizer to describe the characteristics of the genre.</p> <p>Students will listen to pieces in different forms (rondo, verse/refrain) from different historical periods/different genres. NJSLSA.R7</p>	<p>Resource: The Arts in Every Classroom: A Video Library, K-5 https://www.learner.org/resources/series165.html</p> <p>Musical Styles (resources): http://www.nhptv.org/kn/vs/m_usla2.asp</p> <p>Rock and Roll: https://www.rockhall.com/learn/education/digital-classroom</p> <p>Classical: https://www.classicsforkids.com/teachers/lessonplans.php</p> <p>Folk: http://lessonplanspage.com/musicssappalachianfolk</p>	<p>Benchmark Assessment: - Common formative Assessment</p> <p>Formative: - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment - Self- Assessment</p> <p>Summative: -Research Powerpoint Presentations -Graphic Organizers Interview questions -Discussion on 3 versions of the same piece -Student plays or sings with others. -Class madd rubrics</p>
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<p>inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.</p>	<p>Document the personal and historical contexts of a genre of music in two diverse time periods. Describe these influences, referencing the composer's personal, social and political influences in written, graphic, multi-media, or other formats.</p> <p>Assess the musical elements used in three different recordings of the same song (e.g., Beethoven's 5th).</p> <p>Develop a rubric to compare the arrangements in orchestration, tempo, key, etc.</p> <p>Define "technical proficiency" in relation to the elements of music.</p>	<p>Students will describe the similarities and differences between the pieces in small groups. NJSLSA.SL1</p> <p>Students will share their findings to the whole class and teacher will add historical context information.</p> <p>Students will learn about a composer's influences.</p> <p>They will create a a list of questions that they will use to "interview" the composer about his/her influences (social, personal, historical). NJSLSA.L3</p> <p>Listen to and take notes on the differences between 3 performances of Beethoven's 5th Symphony.</p>	<p>usicandculture45-htm/</p> <p>Country Western: https://edsitement.neh.gov/lesson-plan/thomas-hart-anton--sources-country-music</p> <p>Genres project: http://mtb.schools.smcdsb.on.ca/UserFiles/Servers/Server_91856/File/Music%20Genres%20assignment%20-%20Google%20Docs.pdf</p> <p>Scales and Signatures: http://lessonplanspage.com/musickeysignaturescales56.htm/</p> <p>Different versions of Beethoven's 5th Symphony through time: http://longbeachsymphony.org/shared/2016/08/Be</p>	<p>Alternative Assessments: 20 Quick Formative Assessments from the art of education: - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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<p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring charts).</p> <p>Explain personal reactions to musical works based on developed criteria.</p>	<p>Discuss the technical proficiency of the performers of the 3 versions. NJSLSA.R7</p> <p>Work with the whole class to create a rubric to compare the 3 versions.</p> <p>Use the rubric to evaluate to pieces, and discuss using music terminology. NJSLSA.L6.</p>	<p>ethoven-Though-Time-Grande-2-Lesson-Plan-and-worksheet.pdf?x83734</p> <p>Instruments Warm-up sheets and supplemental concert music</p>	
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Key Vocabulary: melodic, rhythmic, texture, timbral, genres, verse, refrain, composition, rondo form



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Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners

Special Education

At-Risk

Gifted and Talented

- Curriculum compacting



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<ul style="list-style-type: none">● Speak and display terminology and movement● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Check for understanding of directions● Use posters with directions written in pictures in all languages● Seat students close to the teacher. Incorporate visuals: graphic organizers, gestures, props	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student's IEP● Work with paraprofessional● Work with a partner● Provide concrete examples and relate all new assignments to previously learned tasks● Solidify and refine concepts through repetition.● Provide extended time.● Repeat directions● Check for understanding of directions	<ul style="list-style-type: none">● Using visual demonstrations, illustrations● Give directions/instructions verbally and in simple written format.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hun	<ul style="list-style-type: none">● Inquiry-based instruction● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Room for Artistic Choices● Elevated Technique Complexity● Additional Projects● Adaptation of requirements
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Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.



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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.



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English Language Learners	Special Education	At-Risk	Gifted and Talented
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		space or other behaviors as needed. <ul style="list-style-type: none">• Oral prompts can be given.	
Interdisciplinary Connections:			
ELA - NJSL/ELA:			
NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Social Studies:			
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.			
Describe why it is important to understand the perspectives of other cultures in an interconnected world.			
Math:			
NJSL M.K.CC.A Know number names and the count sequence.			



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Integration of Technology Standards NJSL 8:

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.