

General Music (Chorus)

3-5

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

June 21, 2022

Born on **June 21, 2022**

General Music (Chorus) 3-5

Course Description:

General Music (Chorus) 3-5 will implement the students' knowledge base and skill levels developed in Elementary General Music K-2. This course is designed to help students develop a basic understanding of musical notation, singing technique and choral performance practice. Students will participate in a variety of in-class and out-of-class learning experiences designed to develop musical knowledge, appreciation and respect for different musical cultures and styles, and an ability to incorporate this learning into public performances.

Course Sequence:

Unit 1: *Basics of Rhythm and Intonation*: 8 weeks

Unit 2: *Winter Concert Performance Practice*: 8 weeks

Unit 3: *Basics of Rhythm and Intonation II*: 8 weeks

Unit 4: *Spring Concert Performance Practice*: 8 weeks

Unit 5: *Unique Performance Experiences*: 8 weeks

Prerequisite:

Elementary Music K-2

Unit 1 - Overview**Content Area:** Music**Unit Title:** Basics of Rhythm and Intonation-Unit 1**Grade Level:** 3-5

Core Ideas: In this unit, students will demonstrate an understanding of the elements and principles that govern the creation of music/chorus and through the contribution of music in history. Students use their developing knowledge of musical notation to learn repertoire, presented at their winter concert performance. Students will focus on terminology relating to chorus and music. Warm-up exercise routines will be established that allow for enhanced student focus and engagement, weekly rehearsals will systematically break down songs into smaller, learnable segments. All students will analyze works of music, including their performance.

Unit 1 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****Performance Expectations (NJSL)**

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).
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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.
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1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
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1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
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1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
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Career Readiness, Life Literacies, and Key Skills

9.1.5.RMI.1	Identify risks that individuals and households face.
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9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
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8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.
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Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

LGBT	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Ex: Female composers, such as Nannerl Mozart, often had their accomplishments overlooked and discouraged due to the gender norms of the time period.
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Interdisciplinary Connection

NJLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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6.1.5. CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives
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Unit Essential Question(s):

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do body stretches and vocal warm-ups help to prepare us for rehearsal?
- How does music influence culture and history? Vice versa?

Unit Enduring Understandings:

- 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.
- A body and mind that are warmed up will help the singer to focus and feel ready to learn, leading to more productive rehearsals.
- Music has played a significant role in history; music is influenced by the events surrounding any time period.

Evidence of Learning

Formative Assessments: Classroom performance, class discussion, self-critiques, exit ticket

Summative/Benchmark Assessment(s): Rhythmic compositions, classroom performance.

Alternative Assessments: One-on-one discussion or performance

Resources/Materials:

QuaverMusic Online Resources
Silver Burnett Making Music (Books and CDS)
Classroom piano, classroom instruments
SmartBoard, computer, iPads, Chromebooks
Concert sheet music

Key Vocabulary:

Chorus, rehearsal, sheet music, parts, posture, breath control, phrasing, expression.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Rehearsal Procedures in a Choral Classroom	Rehearsal with Teacher-Led Discussion	1 Class Period
2	Identifying Key Rhythms in Repertoire	Rhythm Play-Alongs	2 Class Periods
3	The Story Behind the Lyrics, Historical Context, Composer Info	Video biographies, class discussion	1 Class Period
4	Strategies for Better Breathing	Breath control exercises	1 Class Period
5	Enunciation and Pronunciation	Tongue Twisters, Diction Exercises	1 Class Period
6	Qualities of an Engaging Performer	Video Critique, Student-Led Discussion	1 Class Period
7	Rehearsal Recording #1	Video Critique, Student-Led Discussion	1 Class Period

Teacher Notes: All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. Since 3rd and 4th Grade students are not responsible for a winter concert performance, they rehearse with selections from, but not limited to, Silver Burnett Making Music. All grade 5 students will create, perform, and/or present chorally grade wide at the concert. All students will analyze works of music, including their performance.

Additional Resources: State of New Jersey Department of Education Website

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Unit 2 - Overview**Content Area:** Music**Unit Title:** Winter Concert Performance Practice-Unit 2**Grade Level:** 3-5

Core Ideas: In this unit, students will continue learning concert repertoire, focusing on memorization and performance skills. Students will identify characteristics of great performers: desirable attributes regarding posture, expression and stage presence. Students will engage in comprehension of the music both as a text and musically. Students will continue demonstrating an understanding of the elements and principles that govern the creation of music/chorus and through the contribution of music in history. Students will present the culmination of their work at a winter concert performance and reflect on performance with teacher guided evaluation and feedback.

Unit 2 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

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.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
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.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.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes

Career Readiness, Life Literacies, and Key Skills

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.
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).

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

SEL	Creating/Self-Awareness: The act of creating and sharing a piece of music requires students to be vulnerable. Musical compositions reflect and convey our emotions, and allow us to show a piece of ourselves to others. Such sharing requires self-confidence and self-awareness, but it can also create feelings of vulnerability. Ex: Class discussions can reveal personal connections to a song's text or meaning.
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Interdisciplinary Connection

NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Unit Essential Question(s):

- What are the characteristics of an engaging performer?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of

Unit Enduring Understandings:

- A personal understanding of the song text is always reflected in an engaging performance.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

their performance?	<ul style="list-style-type: none"> 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
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Evidence of Learning

Formative Assessments: Classroom performance, class discussion, self-critiques, exit ticket

Summative/Benchmark Assessment(s): Song Lyrics Test, concert performance, post-concert reflection

Alternative Assessments: One-on-one discussion or performance

<p>Resources/Materials:</p> <p>QuaverMusic Online Resources Silver Burnett Making Music (Books and CDS) Classroom piano, classroom instruments SmartBoard, computer, iPads, Chromebooks Concert sheet music</p>	<p>Key Vocabulary:</p> <p>Conducting, cue, cut-off, stance, acoustics, posture, breath control, stage fright.</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Rehearsal Recording Critique #1	Personal reflection, class discussion	1 Class Period
2	Strategies for Successful Memorization	Guided repetition	2 Class Periods
3	Rehearsal Recording #2	In-class performance	1 Class Period
4	Rehearsal Recording Critique #2	Personal reflection, class discussion	1 Class Period
5	Entrances, Exits, Finishing Touches	Large group rehearsal	1 Class Period
6	Concert Performance	Performance in front of an audience	1 Class Period
7	Post-Concert Reflection	Personal reflection, class discussion	1 Class Period

Teacher Notes: All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. Since 3rd and 4th Grade students are not responsible for a winter concert performance, they rehearse with selections from, but not limited to, Silver Burnett Making Music. All grade 5 students will create, perform, and/or present chorally grade wide at the concert. All students will analyze works of music, including their performance.

Additional Resources: State of New Jersey Department of Education Website

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Unit 3 - Overview**Content Area:** Music**Unit Title:** Basics of Rhythm and Intonation II- Unit 3**Grade Level:** 3-5

Core Ideas: In this unit, students use their developing knowledge of musical notation to learn repertoire for the spring concert performance. Rehearsals will focus on techniques for improved breath control, vocal tone and expression. Students will demonstrate an understanding of the elements and principles that govern the creation of music/chorus and through the contribution of music in history. Warm-up exercise routines will be established that allow for enhanced student focus and engagement, weekly rehearsals will systematically break down songs into smaller, learnable segments. All students will analyze works of music, including their performance.

Unit 3 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.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.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
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.
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

Career Readiness, Life Literacies, and Key Skills

9.1.5.RMI.1	Identify risks that individuals and households face.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Amistad	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Ex: Black musicians, such as Duke Ellington and Louis Armstrong, faced unique challenges in musical opportunities due to the cultural climate of their era.
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Interdisciplinary Connection

NJLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.1.5. CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Unit Essential Question(s):

- Where does musical inspiration for creation come from?
- How do performers select repertoire?
- How do we discern the musical creators' and performers' expressive intent?

Unit Enduring Understandings:

- Inspiration can be internal & personal, expressed outwardly.
- 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.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Evidence of Learning

Formative Assessments: Classroom performance, class discussion, self-critiques, exit ticket

Summative/Benchmark Assessment(s): Rhythmic compositions, classroom performance

Alternative Assessments: One-on-one discussion or performance

Resources/Materials:

QuaverMusic Online Resources
Silver Burnett Making Music (Books and CDS)
Classroom piano, classroom instruments
SmartBoard, computer, iPads, Chromebooks
Concert sheet music

Key Vocabulary:

Historical context, honoring intent, composer, arranger, lyricist, publisher.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Identifying Key Rhythms in Repertoire	Rhythm Play-Alongs	2 Class Periods
2	The Story Behind the Lyrics, Historical Context, Composer Info	Video biographies, class discussion	1 Class Period
3	Strategies for Better Breathing and Posture	Breathing exercises	2 Class Periods
4	Sing Less, Listen More: Establishing Harmony & Balance	Guided listening exercises	2 Class Periods
5	Rehearsal Recording #1	Video critique, student-led discussion	1 Class Period

Teacher Notes: All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. Since 3rd Grade students are not responsible for a spring concert performance, they rehearse with selections from, but not limited to, Silver Burnett Making Music. All grade 4 & 5 students will create, perform, and/or present chorally grade wide at the concert. All students will analyze works of music, including their performance.

Additional Resources: State of New Jersey Department of Education Website

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Unit 4 - Overview**Content Area:** Music**Unit Title:** Spring Concert Performance Practice- Unit 4**Grade Level:** 3-5

Core Ideas: In this unit, students will continue learning concert repertoire, focusing on memorization and performance skills. Students will identify weaknesses or areas in need of improvement, establishing personal and group goals for success. Students will compare themselves versus established criteria and through teacher feedback. All students will demonstrate an understanding of the elements and principles that govern the creation of music/chorus. All students will analyze works of music including their performance.

Unit 4 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.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.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
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.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes

Career Readiness, Life Literacies, and Key Skills

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.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

SEL	Performing/Self-Management: In the process of preparing for performances, whether formal or informal, students are tasked with evaluating themselves and making refinements to showcase their best work. This process teaches and reinforces students' self-discipline, self-motivation, and goal-setting. Ex: Self identifying strengths and challenges while preparing for a concert.
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Interdisciplinary Connection

NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6.1.5. CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Unit Essential Question(s):

- Why do we constructively critique performances?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Unit Enduring Understandings:

- Feedback on performances makes us better performers.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context

<ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How can we improve our performance based on evaluations and feedback? 	<p>and how a work is presented influence audience response.</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
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Evidence of Learning

Formative Assessments: Classroom performance, class discussion, self-critiques, exit ticket

Summative/Benchmark Assessment(s): Song Lyrics Test, concert performance, post-concert reflection

Alternative Assessments: One-on-one discussion or performance

<p>Resources/Materials:</p> <p>QuaverMusic Online Resources Silver Burnett Making Music (Books and CDS) Classroom piano, classroom instruments SmartBoard, computer, iPads, Chromebooks Concert sheet music</p>	<p>Key Vocabulary:</p> <p>Visualize, cooperate, blending, harmony vs. melody, texture.</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Rehearsal Recording Critique #1	Personal reflection, class discussion	1 Class Period
2	Strategies for Successful Memorization	Guided repetition	2 Class Periods
3	Sing Less, Listen More: Establishing Harmony & Balance	Guided listening exercises	2 Class Periods
4	Displaying Emotions in Performance	Partner pairing, self-reflection	1 Class Period
5	Rehearsal Recording #2	In-class performance	1 Class Period
6	Rehearsal Recording Critique #2	Personal reflection, class discussion	1 Class Period

Teacher Notes:

All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. Since 3rd Grade students are not responsible for a spring concert performance, they rehearse with selections from, but not limited to, Silver Burnett Making Music. All grade 4 & 5 students will create, perform, and/or present chorally grade wide at the concert. All students will analyze works of music, including their performance.

Additional Resources: State of New Jersey Department of Education Website

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Unit 5 - Overview**Content Area:** Music**Unit Title:** Unique Performance Experiences- Unit 5**Grade Level:** 3-5

Core Ideas: In this unit, students will explore musical experiences outside of the school concert setting. Students will identify skills they have acquired and nurtured through their performances over the course of the year. This may include, but is not limited to, in-class performances, opportunities to attend live concert performances or participate in extracurricular choirs.

Unit 5 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
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.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).

Career Readiness, Life Literacies, and Key Skills

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.
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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Holocaust	Music can help us to overcome moments of great personal strife. Ex: In the ghettos and concentration camps, music was used as a form of spiritual and cultural resistance against the Nazis, a way to survive, resist and sustain the spirit.
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Interdisciplinary Connection

RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
6.1.5. CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Unit Essential Question(s):

- How can skills acquired in the music classroom be used in extracurricular music activities and other life experiences?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit Enduring Understandings:

- Confidence, owning your mistakes and collaboration with others are skills you can carry into future classrooms and jobs.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating,

performing, and responding.

Evidence of Learning**Formative Assessments:** Rhythm playalongs, class rehearsal**Summative/Benchmark Assessment(s):** Class performance, quiz**Alternative Assessments:** One-on-one discussion or performance**Resources/Materials:**

QuaverMusic Online Resources
 Silver Burnett Making Music (Books and CDS)
 Classroom piano, classroom instruments
 SmartBoard, computer, iPads, Chromebooks
 Concert sheet music

Key Vocabulary:

Improvement vs. perfection, circular learning, cross-curricular application.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Entrances, Exits, Finishing Touches	Large group rehearsal	1 Class Period
2	Concert Performance	Performance in front of an audience	1 Class Period
3	Post-Concert Reflection	Class discussion, self-reflection	1 Class Period
4, 5	Group Performance	Video performance	2 Class Periods
6	Understanding Context	Class discussion, student-led group work	1 Class Period
7	Researching Further Information	Student-led research using teacher-provided databases	1 Class Period
8	Presentation of Research, Wrap-Up	Class presentation, class discussion.	1 Class Period

Teacher Notes: none.**Additional Resources:** State of New Jersey Department of Education Website**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.