

**Lower Township School District
Cape May, NJ**

Unit Overview	
Content Area: Music	
Unit Title: General Music	
Grade Level: 3/4 Grade	Timeline: Full School Year
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. Refining and completing products4. Selecting, analyzing, and interpreting work5. Developing and refining techniques and models or steps needed to create products6. Conveying Meaning through art7. Perceiving and analyzing products8. Interpreting intent and meaning9. Applying Criteria to evaluate products10. Synthesizing and relating knowledge and personal experiences to create products	
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.	
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	
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.	
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.	

**Lower Township School District
Cape May, NJ**

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

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Essential Questions

How do musicians generate creative ideas?

How do musicians make creative decisions?

How do musicians improve the quality of their creative work?

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?

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 intent?

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?

Performance Expectations

1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for

**Lower Township School District
Cape May, NJ**

changes.

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.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.

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.

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.

Learning Objectives

Students will know/learn..

- Symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
- Sounds of musical instruments, including orchestra instruments, band instruments, and instruments

**Lower Township School District
Cape May, NJ**

from various cultures, as well as children's voices, male adult voices, and female adult voices.

- Simple music forms when presented aurally (ABA, verse-refrain, rondo, theme, and variations).
- Similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Ways in which the principles and content of other disciplines are interrelated with music.
- Genre or style aural examples of music from various cultures.
- Various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Roles of musicians in various musical settings and cultures.
- Patriotic/folk songs important to American culture and heritage from memory.

Students will be able to...

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Compose and arrange music within specified guidelines.
- Improvise melodies, variations and melodic accompaniments.
- Read and notate some music.
- Evaluate music and music performances.
- Listen to, move to, analyze, and describe music.
- Understand relationships between music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.
- Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use appropriate terminology when explaining music, music notation, music instruments, and voices, and music performances.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.

**Lower Township School District
Cape May, NJ**

- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Devise criteria for evaluating performances and compositions of fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Demonstrate audience behavior appropriate for the context and style of music being performed.
- Participate in and be exposed to dance and rhythmic activities.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow IEP/504 Accommodations ● Ask Yes/No Questions ● Display project sample and step by step-by-step directions ● Highlight and define vocabulary ● Allow extra time for processing ● Allow use of pictures ● Flexible/special seating ● Provide breaks when needed ● Mnemonic devices ● Shorten assignments as needed ● Chunk content ● Differentiate instruction based on need
English Language Learners	<ul style="list-style-type: none"> ● Allow for use of pictures with dictation support ● Highlight and define vocabulary ● Ask yes/no questions ● Allow extra time for processing ● Differentiate instruction based on need
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Shorten assignments to focus on mastery concept ● Use audio materials when necessary ● Read directions aloud ● Restate, reword, clarify directions and explanations ● Allow verbalization before creating and when writing ● Shorten assignments as needed ● Teach/work in small groups ● Differentiate instruction based on need ● Provide educational “breaks” as necessary
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Modify assignments and assessments based on need
Students with 504 Plans	<ul style="list-style-type: none"> ● Differentiate instruction based on need and 504 plan ● Allow verbalization before or in place of writing ● Use audio materials when needed ● Restate, reword, clarify directions and explanations ● Provide breaks when needed ● Flexible/special seating

**Lower Township School District
Cape May, NJ**

	<ul style="list-style-type: none"> ● Mnemonic devices ● Shorten assignments as needed ● Chunk content
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Assessments	
Formative	<ul style="list-style-type: none"> ● Teacher aural and visual observation ● Rubrics <ul style="list-style-type: none"> ○ Class Discussion ○ Worksheets ○ Self-Assessment ● Effort ● Care and use of music materials ● Examine the artistic endeavors of others through the use of songs, videos, and slides ● Experience music-making processes <ul style="list-style-type: none"> ○ Practice Techniques ○ Performance Techniques
Summative	<ul style="list-style-type: none"> ● Teacher aural and visual observation ● Identify elements of music and music notation ● Rubrics <ul style="list-style-type: none"> ○ Class Discussion ○ Worksheets ○ Self-Assessment ○ Performance Techniques ● Effort ● Care and use of music materials
Benchmark	<ul style="list-style-type: none"> ● Student Performance
Alternative	<ul style="list-style-type: none"> ● Projects <ul style="list-style-type: none"> ○ Composition ○ Improvisation ○ Group Work ○ Chrome Music Lab

Interdisciplinary Connections
Physical Education, Visual Art, Science, World Languages, Social Studies/Culture, ELA, Math

Integration of 21st Century Skills- NJSL 9
<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and</p>

**Lower Township School District
Cape May, NJ**

successful careers.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

Integration of Technology

YouTube, SmartBoard, CD/CD Player, DVD/DVD Player, iTunes, Spotify, Laptop, Electronic Keyboard, Ipad, Chrome Music Lab

**Lower Township School District
Cape May, NJ**

Materials	
Electronic Keyboard	Audio Music (CD, iTunes)
Recorders and Recorder Books	CD Player
Sheet Music	Pencils, Crayons, Markers, Erasers
Rhythm Cards	Whiteboards
SmartBoard	Music Stands
Laptop	Microphone and Speakers
DVDs/DVD Player	

Instructional Activities
<ul style="list-style-type: none"> ● Studio Habits <ul style="list-style-type: none"> ○ <i>Examples:</i> <ul style="list-style-type: none"> ■ Intro to materials ■ Proper playing methods ■ Proper practice and performance techniques ■ Safety measures/materials ■ Critique etiquette ● Elements/Principles of Music <ul style="list-style-type: none"> ○ <i>Examples:</i> <ul style="list-style-type: none"> ■ Rhythm ■ Dynamics ■ Melody ■ Harmony ■ Tone Color ■ Texture ■ Form ● Performance <ul style="list-style-type: none"> ○ <i>Examples:</i> <ul style="list-style-type: none"> ■ Portfolio ■ Music Discussion ■ Application of methods and techniques ● Music History <ul style="list-style-type: none"> ○ <i>Examples:</i> <ul style="list-style-type: none"> ■ Representation of cultures ■ Time periods ■ Geography ■ Famous works of music ■ Famous Musicians ■ Community ■ Music within the community ● Analyzing <ul style="list-style-type: none"> ○ <i>Examples:</i>

**Lower Township School District
Cape May, NJ**

- Active Listening
- Fact vs Opinion
- I Hear, I Feel, I Picture