

**General Music
Grades 4-5
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Education Item 10

Date

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

The general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, performance and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Student Learning Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. Students continue to develop and master previously introduced skills, while being exposed to greater challenges in the areas of style and dynamics through singing, movement, hand held instruments, and Orff xylophones. Students will continue utilizing the recorder during their classes. Students at this grade level are eligible to audition for choir.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:

<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:

<https://www.nj.gov/education/holocaust/>

E. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections

In elementary school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

IV. Pacing Guide

Weeks	Unit
13	Music Theory, Composition and Vocal Performance
13	World Music/Genres and Critique
14	Harmony and Form

V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

Skill Levels: Novice- N, Intermediate- I, Proficient- P

Skill	4	5
Rhythm	I	P
Beat	I	P
Meter	I	P
Duration	I	P
Critique	I	P
Tempo	I	P
Melody	I	P
Pitch	I	P
Melodic Contour	N	I
Intervals	N	I
Form	N	I
Expressive qualities	N	I
Scales/Tonality	N	I
Genre	N	I
Harmony/Texture	N	I
Chords	N	I
Timbre/Tone Color	N	I

VI. Accommodations, Modifications, and Teacher Strategies
 (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> • Teacher Presentation • Student Presentation • Class Discussion • Socratic Discussion • Reading for Meaning • Inquiry Design Model • Interactive Lecture • Interactive Notetaking • Compare and Contrast • Research Based • Problem Based • Project Based <p style="text-align: center;">504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> • Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

YouTube (Musication, Prodigies Music Lessons, recorder karate tutorials), iPads/Music Apps, MusicFirst Junior, The Rhythm Randomizer, GarageBand, The Music Connection, classroom percussion and Orff instruments, internet elementary music resources (Mrs. Miracle's Music Room, classics for kids, nyphilkids, chrome music lab) technology integration, instructional videos, instrument demonstrations

Unit #1:

Overview: Music Theory, Composition and Vocal Performance

Essential Questions:

What is the function of different music symbols?

What are healthy and efficient vocal techniques that a student needs to practice to develop range and accuracy in matching pitches?

How can playing pitched and unpitched instruments help with recognizing and understanding the meaning of musical notation and symbols?

How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?

How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?

Enduring Understanding:

Students will learn to identify and use treble clef, time signatures, identify, read and create their own rhythms with whole, half, quarter, eighth, sixteenth notes.

Students will be able to read notes written on the treble clef.

Student will be able to understand the reading of musical notation using pitched and unpitched instruments.

Improvisation and composition enable musicians to express original musical ideas.

Singing is a fundamental and universal form of expression that requires active listening skills and physical production.

An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/presentation/production of artistic works.

Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.

Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/presentation/production.

Students will be able to:

Goals/Objectives

All students will continue to develop their musical literacy with a focus on creating, performing, responding and connecting to music. These skills help promote life-long learners of music. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Students will know:

Learning Targets/ Skills

Fourth Grade

Student will...

name commonly used notes and rests

know the duration of commonly used notes and rests

read and perform rhythms

create rhythmic and melodic works

sing songs in different meters

sing using correct vocal production

sing melodic patterns on pitch

name the letter names in the treble clef

recognize the impact of one's feelings and thoughts on one's own behavior

recognize one's persona; traits, strengths and limitations

recognize and identify the thoughts, feelings and perspectives of others

demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Fifth Grade

Student will...

name commonly used notes and rests
know the duration of commonly used notes and rests read and perform rhythms
create rhythmic and melodic works sing songs with different meters sing using correct vocal production sing melodic patterns on pitch
name the letter names in the bass clef
recognize the impact of one's feelings and thoughts on one's own behavior recognize one's persona; traits, strengths and limitations
recognize and identify the thoughts, feelings and perspectives of others
demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Suggested Experiences:

Introduce duet, trio, quartet, chorus Voice Parts:

Soprano, alto, tenor, bass

Have students sing as a soloist and a group member to experience various vocal sounds Identify

vocal tone colors of groups and individuals

Utilize music technology programs and apps to reinforce musical concepts Identify

mood of a song through listening, storytelling and creating Experiment through

singing and playing instruments various dynamic changes Determine how dynamics

affect the mood of a musical piece

Have students sing songs at different dynamic levels.

Listen to various songs, have students identify dynamic changes

Align music curriculum with character education and social skills lessons to further develop and support student learning related to SEL

Provide opportunities for students to describe the steps in setting and working to achieve a goal, distinguish between short and long-term goals and learn the steps for effective conflict resolution (listening, express feelings, discuss solutions, make amends)

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Since students can choose subject matter they can address various mandates.

Topics that address the Holocaust Commission Mandate...

Since students can choose subject matter they can address various mandates.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and songs from diverse backgrounds during the investigative portion of the creative process.

Unit #2:

Overview: World Music/Genres and Critique

Essential Questions:

Why does music from different times in history vary?

How do different points in history affect the music of that time period?

What are similarities and differences between music in different parts of the world?

How does studying the music of a culture help us better understand the world around us?

What does music tell us about different people and cultures?

How can the characteristics of music be described?

How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke artistic impact?

When do differences among individuals and others' cultural background influence the creative process?

How does social awareness influence the criteria that artists use to select, prepare and present/perform/produce artistic works?

Enduring Understanding:

Music is part of the culture in different countries in the world.

Throughout time, music has been used in a variety of ways and settings.

There are similarities and differences in music of different cultures.

There are similarities and differences in music of different time periods.

Musicianship is developed through listening to and analyzing music.

Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged.

Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on the artist's intent.

Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience.

Students will be able to:

Goals/Objectives

All students will continue to develop their musical literacy with a focus on creating, performing, responding and connecting to music. These skills help promote life-long learners of music. Students will begin to develop an understanding of music, instruments and traditions of other cultures and genres (styles) of music. Music from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works and the function and purpose of music-making across cultures is a reflection of societal values and beliefs. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on integrating self-awareness, self-management, social awareness, relationship skills, and responsible decision making into the classroom.

Students will know:

Learning Targets/ Skills

Fourth Grade

Student will...

sing, play and listen to music from a variety of styles, genres, cultures and time periods

compare and contrast music from a variety of styles, genres, cultures and time periods

use appropriate music vocabulary to compare music performances and compositions

learn to actively listen to music (looking for specific elements and moving to music)

learn ways to evaluate and critique music

understand and practice strategies for managing one's own emotions, thoughts and behaviors

identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

recognize and identify the thoughts, feelings, and perspectives of others

demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds

establish and maintain healthy relationships

Fifth Grade

Student will...

sing, play and listen to music from a variety of styles, genres, cultures and time periods compare and contrast music from a variety of styles, genres, cultures and time periods use appropriate music vocabulary to compare music performances and compositions learn to actively listen to music (looking for specific elements, moving to music)

learn ways to evaluate and critique music.

understand and practice strategies for managing one's own emotions, thoughts and behaviors

identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals. recognize and identify the thoughts, feelings, and perspectives of others

demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds establish and maintain healthy relationships

Suggested Experiences:

play music illustrating various tempos and genres select and play music from various world cultures perform multicultural music

compare/contrast music

integrate music technology that supports authentic learning of cultures and their music

align music curriculum with character education and social skills lessons to further develop and support student learning related to provide opportunities where students develop an understanding of culture, world geography, local community, similarities and differences between cultures and music, and recognize examples of stereotyping, discrimination, and prejudice

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

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Topics that address the Holocaust Commission Mandate...

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Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and songs from diverse backgrounds during the investigative portion of the creative process.

Unit #3:

Overview: Harmony and Form

Essential Questions:

What is harmony (does all harmony sound beautiful)?

What are ways to create harmony (rounds, partner songs, ostinato, etc.)?

What is form?

How do social skills, social norms, and maintaining healthy relationships influence the creative process?

How can an artist's relationship with others impact the performance/presentation/production of artistic works?

How do choices made in the process of preparing and presenting/performing/producing artistic works affect the intended impact on the audience?

How do artists use problem solving and critical thinking skills to impact the quality of their presentation/performance/production?

Enduring Understanding:

Harmony is two or more sounds played or sung at the same time.

There are many ways to create harmony.

Musical compositions follow different structures of form.

Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose.

Artists conceptualize and generate ideas and works in relationship with others.

Artists are able to explain their intent and creative choices in constructive ways.

Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the performance/presentation/production of an artistic work.

The performance/presentation/production of an artistic work is enhanced by seeking help from others.

Artists develop practices for decision making that enable them to realize their creative work in constructive ways.

Students will be able to:

Goals/Objectives

All students will continue to develop their musical literacy with a focus on creating, performing, responding and connecting to music with an emphasis on learning the intricacies of harmony and form. These skills help promote life-long learners of music. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on integrating self-awareness, self-management, social awareness, relationship skills, and responsible decision making into the classroom.

Students will know:

Learning Targets/ Skills

Fourth Grade

Student will...

sing music in 2 or 3 part rounds

create ostinato and rhythmic accompaniments

use pitched percussion to accompany a song

identify and utilize different structures of form

understand the function of the meter signature and perform in different meters

establish and maintain healthy relationships

utilize positive communication and social skills to interact effectively with others

develop, implement and model effective problem solving and critical thinking skills

evaluate personal, ethical, safety and civic impact of decisions

Fifth Grade

Student will...

sing music in 3-part rounds
create ostinato and rhythmic accompaniments use
pitched percussion to accompany a song identify and
utilize different structures of form
understand the function of the meter signature and write/perform in different meters establish and
maintain healthy relationships
utilize positive communication and social skills to interact effectively with others develop,
implement and model effective problem solving and critical thinking skills evaluate personal,
ethical, safety and civic impact of decisions

Suggested Experiences:

play instruments to songs in AB and ABA form sing songs
in AB and ABA form
listen to songs with various forms, have students identify and describe the form play music
illustrating various musical forms
add ostinato to song to create harmony
sing various rounds, partner songs and music in 2-3 parts perform
a vocal or instrumental ostinato with a song compare/contrast
music
integrate music technology that supports musical learning and provide musical examples
align music curriculum with character education and social skills lessons to further develop and support student learning related to SEL

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

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Topics that address the Holocaust Commission Mandate...

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Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and songs from diverse backgrounds during the investigative portion of the creative process.

General Music- Grades 4-5

Content Area: **Performing Arts**
Course(s): **General Music K-5**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Learning Standards- Music

MU.3-5.1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Re9	Interpreting intent and meaning.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.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).
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr6	Conveying meaning through art.
MU.3-5.1.3A.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).
MU.3-5.1.3A.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.3-5.1.3A.5.Cr3	Refining and completing products.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.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.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.

MU.3-5.1.3A.5.Cr2	Organizing and developing ideas.
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Re8	Applying criteria to evaluate products.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.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.
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.

New Jersey Learning Standards- Dance

DA.3-5.1.1.5.Pr4a	Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
DA.3-5.1.1.5.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.
DA.3-5.1.1.5.Pr6a	Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
DA.3-5.1.1.5.Re7b	Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.
DA.3-5.1.1.5.Pr5e	Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
DA.3-5.1.1.5.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
DA.3-5.1.1.5.Re8a	Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
DA.3-5.1.1.5.Cr1b	Solve multiple movement problems using the elements of dance to develop dance content.
DA.3-5.1.1.5.Cn10a	Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
DA.3-5.1.1.5.Cr3a	Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
DA.3-5.1.1.5.Cr3b	Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
DA.3-5.1.1.5.Pr5d	Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).

DA.3-5.1.1.5.Pr5b	Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.
DA.3-5.1.1.5.Cn10b	Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
DA.3-5.1.1.5.Pr6c	Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).
DA.3-5.1.1.5.Cr2a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
DA.3-5.1.1.5.Re9a	Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.
DA.3-5.1.1.5.Cn11a	Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.
DA.3-5.1.1.5.Re7a	Describe recurring patterns of movement and their relationships to the meaning of the dance.
DA.3-5.1.1.5.Pr6d	Manipulate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.
DA.3-5.1.1.5.Pr5c	Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.
DA.3-5.1.1.5.Pr5a	Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
DA.3-5.1.1.5.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.
DA.3-5.1.1.5.Pr4c	Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
DA.3-5.1.1.5.Pr6b	Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.

New Jersey Learning Standards- Theater

TH.3-5.1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
TH.3-5.1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
TH.3-5.1.4.5.Re8c	Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
TH.3-5.1.4.5.Cr3b	Use and adapt sounds and movements in a guided drama experience.
TH.3-5.1.4.5.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.
TH.3-5.1.4.5.Re9b	Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
TH.3-5.1.4.5.Cr1b	Imagine, articulate, and design ideas for costumes, props and sets that support the story,

	given circumstances, and characters in a drama/theatre work.
TH.3-5.1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
TH.3-5.1.4.5.Re8a	Develop and implement a plan to evaluate drama/theatre work.
TH.3-5.1.4.5.Pr5b	Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.
TH.3-5.1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
TH.3-5.1.4.5.Cn11a	Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
TH.3-5.1.4.5.Cr2b	Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
TH.3-5.1.4.5.Re9a	Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
TH.3-5.1.4.5.Cr3c	Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
TH.3-5.1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
TH.3-5.1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
TH.3-5.1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
TH.3-5.1.4.5.Re8b	Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
TH.3-5.1.4.5.Pr4b	Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
TH.3-5.1.4.5.Pr5a	Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
TH.3-5.1.4.5.Pr4a	Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate

effectively.

WRK.K-12.P.9

Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.