

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.Cr1	Generating and conceptualizing ideas.
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.Cr2	Organizing and developing ideas.
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.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.Cr3	Refining and completing products.
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.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.Pr4	Selecting, analyzing, and interpreting work.
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.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6	Conveying meaning through art.
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.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
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.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.Re8	Applying criteria to evaluate products.
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.Re9	Interpreting intent and meaning.
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.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey Learning Standards- Dance

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.Cr1b	Solve multiple movement problems using the elements of dance to develop dance content.
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.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.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.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.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.Pr5a	Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
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.Pr5c	Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.

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.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.Pr6a	Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
DA.3-5.1.1.5.Pr6b	Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
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.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.Re7a	Describe recurring patterns of movement and their relationships to the meaning of the dance.
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.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.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.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.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.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.

New Jersey Learning Standards- Theater

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.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.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.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.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.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.Cr3b	Use and adapt sounds and movements in a guided drama 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.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.
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.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.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
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.Re8a	Develop and implement a plan to evaluate drama/theatre work.
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.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.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.Re9b	Explain responses to characters based on cultural perspectives when participating in or observing 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.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.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.

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.