

# Unit 2: Musicology

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

---

## ESSENTIAL QUESTIONS

---

- How do we describe music?
- What are musical genres, and how are they defined?
- How does music reflect personal, cultural, and historical contexts?

## STANDARDS

---

## NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

---

### New Jersey (NJSL) - Grades 3-5 - Visual and Performing Arts (2020) - Music

---

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.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.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.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.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.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.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.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.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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **New Jersey (NJSL) - Grades 3-5 - Visual and Performing Arts (2020) - 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.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.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.Cn10a	Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
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.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

---

PFL.9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
PFL.9.1.5.FP.5	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.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.
TECH.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).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

---

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### PRE-ASSESSMENTS

---

- Grades from previous year's music class
- Conference with classroom teacher regarding students' writing abilities

### INSTRUCTIONAL PLAN

---

#### MODULE 1

---

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about musical genres.
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Listening to different genres of music</li><li>• Performing songs in varied genres</li><li>• Genre research study</li><li>• Instrumentation Study</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	Teacher graded participation rubric criteria
<b>Activities and Resources</b>	<ul style="list-style-type: none"><li>• Chromebooks</li><li>• Headphones</li><li>• Sound System</li></ul>

- Board
- Piano
- Online resources

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides native language.

**Adjusted Speech:** The teacher changes speech | could include facing the students, paraphrasing, speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, vis better understand and comprehend the subjects

**Front-Loading Vocabulary:** The teacher front lo with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.

### Special Education Students

**Chunking:** The teacher presents information in understand and remember. Chunking is based on easily overloaded by excessive detail. The best v meaningful units. Because students with special i effective strategy to use with them.

**Checking for Understanding:** It is important to for students who have accommodations. Teacher concepts being covered in a way that makes sens

**Extra time:** The teacher provides students with answer questions. It is important to give student

**Oral Reading:** The teacher will read work orally literature circles may need to be read aloud to t

**Timers:** The teacher will use timers as an instru

students who have trouble completing tasks. Time much time they have to complete an assignment.

### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that is easy to understand and remember. Chunking is based on breaking down information into small, easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with large amounts of information, an effective strategy to use with them.

**Checking for Understanding:** It is important to check for understanding for students who have accommodations. Teachers should check concepts being covered in a way that makes sense to the student.

**Extra time:** The teacher provides students with extra time to answer questions. It is important to give students extra time to complete assignments.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide extension/enrichment projects. Students will be given opportunities to apply acquired knowledge, and/or to produce something new.

**Modify/Change Activities:** Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T students receive support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions are clear and concise. Give directions/instructions verbally and in writing. Repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence and provide support.

learning. Many teachers use the 'ask 3 before me' strategy. A student at risk may have to have a specific student so he/she knows who to ask for clarification.

**Alternate or Modified Assignments:** Always assign alternate or modified assignments to ensure the students at risk are able to complete the assignment. You can reduce the length of the assignment or allow many students may hand something in, the at-risk student can provide the information verbally. Or, it just may be that the assignment is too difficult.

**Increase One to One Time:** When other students are working, call on students at risk and find out if they're on track. Spending a few minutes here and there will go a long way to improve their skills.

**Contracts:** It helps to have a working contract. A contract helps prioritize the tasks that need to be done. Students can write down what needs to be completed, as they complete it, they get a happy face. The goal of using contracts is to ensure completion sign-offs.

**Hands On:** As much as possible, think in concrete terms. For example, a child doing math may require a calculator. Record comprehension activities instead of writing. A story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally. Break tests into increments by having a portion of the test in the final part the next day.

**Seating:** Seat students near a helping peer or someone with hearing or sight issues need to be close to the front.

## MODULE 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about the unique styles of different
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Composer Biography Project</li><li>• Instrumentation Study</li><li>• Theater Activities</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	Teacher graded participation rubric criteria
<b>Activities and Resources</b>	<ul style="list-style-type: none"><li>• Chromebooks</li><li>• Headphones</li><li>• Sound System</li><li>• Board</li><li>• Piano</li><li>• Online resources</li></ul>
<b>Suggested Modifications</b>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech   could include facing the students, paraphrasing, speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, vis better understand and comprehend the subjects</p> <p><b>Front-Loading Vocabulary:</b> The teacher front l with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.</p>

## Special Education Students

**Chunking:** The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them.

**Checking for Understanding:** It is important to check for understanding for students who have accommodations. Teacher should ensure that concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with extra time to answer questions. It is important to give students the time they need to complete an assignment.

**Oral Reading:** The teacher will read work orally. Literature circles may need to be read aloud to them.

**Timers:** The teacher will use timers as an instructional strategy for students who have trouble completing tasks. Timers help them know how much time they have to complete an assignment.

## Students with 504 Plans

**Chunking:** The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them.

**Checking for Understanding:** It is important to check for understanding for students who have accommodations. Teacher should ensure that concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with extra time to answer questions. It is important to give students the time they need to complete an assignment.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide extensions/enrichment projects. Students will be challenged to complete these projects.

apply acquired knowledge, and/or to produce something

**Modify/Change Activities:** Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions are given in numbers. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in learning. Many teachers use the 'ask 3 before me' strategy. A student at risk may have to have a specific student so he/she knows who to ask for clarification.

**Alternate or Modified Assignments:** Always assign alternate or modified assignments to ensure the students at risk are able to complete the assignment. You can reduce the length of the assignment or allow many students may hand something in, the at-risk student can give the information verbally. Or, it just may be that the assignment is modified.

**Increase One to One Time:** When other students are working, students at risk and find out if they're on track. Spending a few minutes here and there will go a long way to improve their learning.

**Contracts:** It helps to have a working contract. A contract helps prioritize the tasks that need to be done. Write down what needs to be completed, as the student works on the assignment.

happy face. The goal of using contracts is to completion sign-offs.

**Hands On:** As much as possible, think in concrete means a child doing math may require a calculator record comprehension activities instead of writing story being read instead of reading it him/her

**Tests/Assessments:** Tests can be done orally in increments by having a portion of the test in the final part the next day.

**Seating:** Seat students near a helping peer or hearing or sight issues need to be close to the front.

## REFLECTIONS

---

## INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

---

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.