

Swedesboro-Woolwich Public Schools Content Area Guidance Document

**GRADE 5 Music, Unit 1: Rhythm
Length Trimester 1**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In this unit students will be reviewing and learning new rhythms such as: whole notes, dotted half notes, barred sixteenth and eighth notes, whole & half rests and syncopated rhythms (syn-co-pa).

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Rhythm	Trimester 1 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.5.Pr4 b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance	Sing and (pianissimo)move to a steady beat in duple and triple meter. Read and perform rhythms using dotted half and whole notes.	<p align="center">Targets:</p> I can identify ti-tika and tika-ti. I can identify and perform in duple meter. I can identify and perform in triple meter. I can read, play and sing whole notes and rest. I can read, play and sing dotted half notes.

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		<p>1.3A.5.Pr4 a 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.</p> <p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>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</p>		<p>I can perform whole notes and rests.</p> <p>I can identify half rests.</p> <p>I can clap and perform Syn Co Pa.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------

Unit 1				
Vocabulary				
ti-tika	tika-ti	Whole note	Dotted half note	Half rest
Triple meter	Whole rest	syncopa	Steady beat	Duple meter

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	<p>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. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> Literature connections 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. World Language: Students will learn songs from other cultures. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Duke Ellington 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 Erwin Schulhoff - professor of music in prague whose music combined many avant-garde styles with Jazz 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Tchaikovsky 	<ul style="list-style-type: none"> N.J. S.A. 18A:35-4.35 Beethoven

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<ul style="list-style-type: none"> • Social Studies: Students will learn music from historical events. • Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> • 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<p>supporting sketches or models.</p> <p>styles, and cultural lenses.</p>				
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	--	--	--	--

Possible Assessment and Instructional Modifications

<u>Special Education</u>	At-Risk	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> • Modifying rules and routine • Opportunities for cooperative partner work • Reteach if necessary • Provide several ways to solve a problem if possible • Allow for redos • Flexible grouping • Student centered activities • Learning stations • Small group discussions • Problem solving stations • Modeling 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <p>Refer to case manager</p>	<ul style="list-style-type: none"> • Higher-level cooperative learning activities • Extension activities • Pairing with students who need assistance. • Use for modeling 	<ul style="list-style-type: none"> • Partner with another student. • Refer to ELL teacher for meaningful accommodations and guidelines for individual students. • Translation of text • Use visual representations • Allow use of first language • Peer tutoring/partner work • Repeated directions • Limit number of concepts/vocabulary words

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Individualized Learning Opportunities

- Get to know student on a deeper level including interests and, if available, any IEP or 504 plan
- Set individual goals especially with struggling students
- Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket
- Use of visuals

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Teacher Observation/Feedback ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Participation in instrument ensembles ● Manipulative work 	<ul style="list-style-type: none"> ● Instrument ensemble ● Rhythm manipulative ● Singing

Grade 5 – Unit 1 Rhythm

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><u>Rhythm</u> <u>60 days</u></p> <ul style="list-style-type: none"> ● review steady beat ● rhythm flash cards ● perform song using dynamics 	<p>1.3A.5.Pr4 b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance</p> <p>1.3A.5.Pr4 a 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.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Clap and count rhythms in $\frac{3}{4}$ and $\frac{4}{4}$ time ● Compose and perform rhythms ● Use manipulatives to reinforce rhythmic ideas ● Perform rhythms on Orff instruments <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Selecting, Analyzing and Interpreting work <p>Artistic Process</p> <ul style="list-style-type: none"> ● Using a range of learning styles ● Visual materials 	<ul style="list-style-type: none"> ● Songmaker - google chrome lab ● www.youtube.com ● Instruments ● Music K-8 Repertoire ● Pbskids.com

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<ul style="list-style-type: none"> ● tempo song ● Rondo song ● Rondo Rhythm compositions ● perform song including DC als Fine ● perform song including DS al Fine 	<p>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.</p> <p>1.3A.5.Pr4.b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance</p>	<ul style="list-style-type: none"> ● Small group discussions and collaboration. ● Cross-curricular ● Setting clear learning objectives ● Chunking ● Physical participation ● Teaching for understanding ● <p>Enduring Understandings:</p> <p align="center"><u>Elements of music</u></p> <ul style="list-style-type: none"> ● Music is an organized sound. ● Structure creates order and clarity in music. ● The main idea of most musical compositions is expressed through the melody. ● Layering two or more simultaneous sounds creates harmony. oProducing a series of sounds of repeated or varied duration creates rhythm. ● Timbre adds color and variety to sound. ● Good tone quality is created b correct technique <p align="center"><u>Appreciation</u></p> <ul style="list-style-type: none"> ● Music is a personal experience. ● Different styles of music are all art forms. ● All music has value even if it differs from an individual’s musical preferences. <p align="center"><u>History and Culture</u></p> <ul style="list-style-type: none"> ● Music is a universal language. ● Music expresses human experiences and values. ● Music expands understanding of the world, its people, and one’s self. ● History and culture influence music. <p align="center"><u>Application</u></p> <ul style="list-style-type: none"> ● Music is embedded in all aspects of life. ● Everyone can perform, create, and respond to music in meaningful ways. ● Music serves different purposes. ● Each music performance is unique. ● Creating and performing music are forms of self expression. 	<ul style="list-style-type: none"> ● classicsforkids.com
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		<p>Essential Questions:</p> <ul style="list-style-type: none">• How is sound organized to make music?• How does the structure of a musical piece create its order and clarity?• How is the melody created?• Is there good harmony and bad harmony?• What does harmony add to music?• Can you have rhythm without beat?• Why does each voice and instrument have its own timbre?• How is personal preference for music developed?• What determines a style of music?• Why should we respect music if we don't like the way it sounds?• Is there good and bad music?• How does music elicit emotion? <p>How does music communicate?</p> <ul style="list-style-type: none">• In what ways have people used music to express their values and describe their experiences?• How do music and history influence each other? <p>Practices:</p> <ul style="list-style-type: none">• Learning Environment• Instructional Strategies• Curriculum• Assessment• Professionalism <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">• Specific One you want...• Option to choose from possible formative assessment list as necessarily	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Swedesboro-Woolwich Public Schools Content Area Guidance Document

**GRADE 5 Music, Unit 2: Music Composition and Improvisation
Length Trimester 2**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. In this unit students will develop the skills needed to read and compose music notation as well as improvise melodies.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Music Composition and Improvisation	Trimester 2 60 days	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.Cr1a a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g.,	Compose and perform a 4 bar melody with pitched instruments. Perform melodies in duple and triple meter notated on the treble clef staff. Improvise melodies in call and response form.	Targets I can identify the treble clef. I can read and play a melody in duple meter. I can read and play a melody in triple meter. I can compose and perform an 8 bar melody. I can improvise a melody using call and response form.

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		social, cultural, historical). 1.3A.5.Pr6b Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.		
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Unit 2 Team Building				
Vocabulary				
Composition	Duple Meter	Triple Meter	Improvisation	Melody

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>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.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections	
------------------------------	--

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law</u> (under rationale statement)	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> Literature connections 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. Phys Ed - Physical posture 	<ul style="list-style-type: none"> 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. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<ul style="list-style-type: none"> 1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses. 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Louis Armstrong-improvisation and composition in Jazz 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 Arnold Schoenberg (Jewish composer who lived during the Holocaust) 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Handel 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Beethoven Stevie Wonder

Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students.</p>	<ul style="list-style-type: none"> Higher-level cooperative learning activities Extension activities Pairing with students who need assistance. 	<ul style="list-style-type: none"> Partner with another student. Refer to ELL teacher for meaningful accommodations and

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Modifying rules and routine ● Opportunities for cooperative partner work ● Reteach if necessary ● Provide several ways to solve a problem if possible ● Allow for redos ● Flexible grouping ● Student centered activities ● Learning stations ● Small group discussions ● Problem solving stations ● Modeling 	<p>Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Refer to case manager 	<ul style="list-style-type: none"> ● Use for modeling 	<p>guidelines for individual students.</p> <ul style="list-style-type: none"> ● Translation of text ● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Individualized Learning Opportunities

<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Teacher Observation/Feedback ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Participation in instrument ensembles ● Manipulative workskill development. 	<ul style="list-style-type: none"> ● Instrument ensemble ● Rhythm manipulative

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Grade 5 Music, Unit 2: Composition and Improvisation Length Trimester 2			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
60 days <ul style="list-style-type: none"> Instrument procedures , practice Melody compositions Improvise call and response 	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.Cr1a a. 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.Pr6b Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	Obj. We are learning to: <ul style="list-style-type: none"> Compose a song on Google Chrome Lab: Songmaker Improvise over a song for 8 beats Anchor Standards: <ul style="list-style-type: none"> <u>Generating and Conceptualizing Ideas</u> <u>Organizing and Developing Ideas</u> Artistic Process <ul style="list-style-type: none"> Using a range of learning styles Visual materials Small group discussions and collaboration. Cross-curricular Setting clear learning objectives Chunking Physical participation Teaching for understanding Enduring Understandings: <ul style="list-style-type: none"> 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. Essential Questions: <ul style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? 	<ul style="list-style-type: none"> Classicsforkids.com Youtube.com instruments

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		<p>Practices:</p> <ul style="list-style-type: none">● Learning Environment● Instructional Strategies● Curriculum● Assessment● Professionalism <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Group Participation● Instrument Ensembles● Collaboratively Composing● Teacher Observation	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Swedesboro-Woolwich Public Schools Content Area Guidance Document

GRADE 5 Music, Unit 3: Music History and Comparing Genres/Cultures Length Trimester 3

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In this unit students will be learning about music history as well as critique methodologies. Students will compare and contrast music from different genres and cultures as well as critique their own compositions.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Music History/Comparing and Contrasting music through different cultures	Trimester 3 60 days	1.3A.5.Pr6b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. 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.Pr6a Perform music, alone or with others,	Discuss how composer’s personal lives influence their music Compare and contrast musical compositions across different cultures Focus on specific musicians through different cultures/genres Critique music from different cultures and periods of history	<p style="text-align: center;"><u>Targets:</u></p> I can explain how Beethoven’s life impacted his music. I can identify Louis Armstrong as a jazz music composer. I can compare and contrast 2 pieces of music from different cultures. I can compare and contrast 2 pieces of music from different musical time periods.

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		with expression, technical accuracy, and appropriate interpretation.		I can understand why some may feel differently about the same piece of music.
--	--	----------------------------------------------------------------------	--	-------------------------------------------------------------------------------

Unit 3				
Unit Vocabulary				
Compare and Contrast	Beethoven	Louis Armstrong	Classical	Jazz
Baroque	Renaissance	Romantic	20th Century	

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>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.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> Literature connections 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. 	<ul style="list-style-type: none"> 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. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<ul style="list-style-type: none"> .1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses. 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Louis Armstrong-improvisation and composition in Jazz 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 Erwin Schulhoff - professor of music in prague whose music combined many avant-garde styles with Jazz 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Britten 	<ul style="list-style-type: none"> N.J. S.A. 18A: 35-4 .35 Stevie Wonder

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Possible Assessment and Instructional Modifications			
<u>Special Education</u>	At-Risk	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Modifying rules and routine ● Opportunities for cooperative partner work ● Reteach if necessary ● Provide several ways to solve a problem if possible ● Allow for redos ● Flexible grouping ● Student centered activities ● Learning stations ● Small group discussions ● Problem solving stations ● Modeling 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Refer to case manager 	<ul style="list-style-type: none"> ● Higher-level cooperative learning activities ● Extension activities ● Pairing with students who need assistance. ● Use for modeling 	<ul style="list-style-type: none"> ● Partner with another student. ● Refer to ELL teacher for meaningful accommodations and guidelines for individual students. ● Translation of text ● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals 			

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual • conferences • Sharing strategies • Turn and talk • Running Records/skills check off 	<ul style="list-style-type: none"> • Teacher Observation/Feedback • Open-Ended Responses 	<ul style="list-style-type: none"> • Participation in instrument ensembles • 	<ul style="list-style-type: none"> • Instrument ensemble • Composer Research

Grade 5 Music, Unit 3: Music History and Comparing Genres/Cultures			
Length Trimester 3			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
60 days <ul style="list-style-type: none"> • Researching Beethoven and Mozart • Comparing and contrasting different cultural music • Critiquing music from different cultures, genres and historical periods 	1.3A.5.Pr6b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. 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).	Obj. We are learning to: <ul style="list-style-type: none"> • Discuss how composers personal lives are reflected in their music • Compare and contrast musical cultures/genres • Research musicians from various time periods, and cultures Anchor Standards: <ul style="list-style-type: none"> • <u>Conveying Meaning through Art</u> • <u>Perceiving and Analyzing Products</u> Artistic Process <ul style="list-style-type: none"> • Using a range of learning styles • Visual materials • Small group discussions and collaboration. • Cross-curricular • Setting clear learning objectives 	<ul style="list-style-type: none"> • Youtube.com • Classicsforkids.com • pbskids.com

Swedesboro-Woolwich Public Schools Content Area Guidance Document

1.3A.5.Pr6a
Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

- Chunking
- Physical participation
- Teaching for understanding

Enduring Understandings:

- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music

Essential Questions:

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Practices:

- Learning Environment
- Instructional Strategies
- Curriculum
- Assessment
- Professionalism

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		Suggested Formative Assessment(s): Group Participation Teacher Observation	
--	--	-----------------------------------------------------------------------------------------	--