

**Englewood Public School District**  
**Music**  
**Grade 5**

**Unit 3: Performance**

**NEW JERSEY CONTENT STANDARDS**

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Overview:** This unit focuses on the synthesis of skills needed in order to perform music (including reading musical notation). Critique of students' own performances is also emphasized in this unit.

**Time Frame:** Third Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the skills needed to create and perform music.

**Essential Questions:**

- Why is it important to critique your own performance?
- Why is it important to count rhythms while playing?
- Why is it important to be able to read music?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.3.5.B.1</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p><b>1.3.5.B.2</b> Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing</p> <p><b>1.3.5.B.3</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p><b>1.1.5.B.1</b> Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.</p>	<p><b>Topics – Integrating Playing &amp; Musical Concepts</b></p> <p><b>SWBAT –</b> Perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5 (making allowances for emerging cambiata voices).</p> <p>Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor.</p> <p>Improvise a vocal melody on a diatonic scale over a given harmonic progression using I-V7, and ending on the home tone using either solfege or a neutral syllable ("loo").</p> <p>Improvise a melody on a diatonic scale over a given harmonic progression using</p>	<p>Students will read, count and perform various notes and rests, including eighth notes followed by eighth note rests.</p> <p>They will play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern.</p> <p>Students will perform drum rudiments (a closed roll and extended roll (percussion).</p> <p>Students will research and discuss they history and rudiments of improvisation. <b>NJSLSA.L3., 6.2.8.D.1.b</b></p> <p>Students will improvise a melody (vocally and on instruments).</p> <p>Students will work in small groups to compose and score a melody (using Garage Band). <b>NJSLSA.SL1</b></p>	<p>Rounds, partner songs: <a href="https://www.betsyleebaileymusic.com/echo-songs-rounds-and-partner-songs.html">https://www.betsyleebaileymusic.com/echo-songs-rounds-and-partner-songs.html</a></p> <p>Song Library: <a href="https://www.learner.org/resources/series165.html">https://www.learner.org/resources/series165.html</a></p> <p>Scales: <a href="https://www.mymusictheory.com/for-students/grade-5/52-6-scales">https://www.mymusictheory.com/for-students/grade-5/52-6-scales</a></p> <p>Note patterns: <a href="https://www.bethsnotesplus.com/2014/03/5th-grade-rhythm-lessons-resources.html">https://www.bethsnotesplus.com/2014/03/5th-grade-rhythm-lessons-resources.html</a></p> <p>Composing lesson: <a href="https://www.mymusictheory.com/for-students/grade-5/58-12-composing-a-melody-general-tips">https://www.mymusictheory.com/for-students/grade-5/58-12-composing-a-melody-general-tips</a></p> <p>2 measure repeat: <a href="http://www.play-drums.com/Pad/lesson11-repeats.asp">http://www.play-drums.com/Pad/lesson11-repeats.asp</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> <li>Reflections</li> <li>Self-Assessment</li> <li>Peer Assessment</li> </ul> <p><b>Summative:</b> Evaluation of knowledge of musical notation</p> <p>Student plays or sings with others and alone.</p> <p>Musical Scores</p> <p>Use of musical terminology during discussions</p> <p>Research</p> <p><b>Alternative Assessments:</b></p>

<p><b>1.1.5.B.2</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p><b>1.4.5.A.1</b> Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p>	<p>I-V7, ending on the home tone played on barred instruments or recorder.</p> <p>Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and/or 4/4 time, and resolving to the home tone, using traditional instruments and/or computer programs.</p>	<p>Students will work in small groups to compose and score a melody for instruments. <b>NJSLSA.SL1</b></p> <p>Students will perform their compositions for their groups. <b>NJSLSA.SL1</b></p> <p>Students will discuss the performances using music terminology. <b>NJSLSA.L6</b></p>	<p>Drum Rudiments: <a href="http://www.play-drums.com/Pad/Snare_Rudimental/Paradiddles/paradiddles.asp">http://www.play-drums.com/Pad/Snare_Rudimental/Paradiddles/paradiddles.asp</a></p> <p>Improvising a melody: <a href="https://www.mymusictheory.com/for-students/grade-5/58-12-composing-a-melody-general-tips">https://www.mymusictheory.com/for-students/grade-5/58-12-composing-a-melody-general-tips</a></p> <p>Garage Band Composing: <a href="https://folstadtime2c2015.weebly.com/journal-2015/garageband-composing-grade-5-lesson-plan">https://folstadtime2c2015.weebly.com/journal-2015/garageband-composing-grade-5-lesson-plan</a></p> <p>Musical Instruments</p> <p>Warm-up sheets and supplemental concert music</p> <p>Garage Band</p>	<p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>• Outcome Sentences</li> <li>• Pair-Share</li> <li>• 3-2-1</li> <li>• Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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**Key Vocabulary:**

home tone, solfege, loo, harmonic progression, measure repeat, paradiddle, closed roll and extended roll

**Integration of 21st Century Standards NJSLS 9:**

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>

		adjustments for personal space or other behaviors as needed. <ul style="list-style-type: none"> <li>• Oral prompts can be given.</li> </ul>	
<b>Interdisciplinary Connections:</b>			
<b>ELA - NJSLS/ELA:</b> NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  <b>Social Studies:</b> 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.			
<b>Integration of Technology Standards NJSLS 8:</b>			
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.			
<b>Career Ready Practices:</b>			
<b>CRP1.</b> Act as a responsible and contributing citizen and employee <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP12.</b> Work productively in teams while using cultural global competence.			