

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

**Unit 1 – The Creative Process**

**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:** In this course students will learn basic music symbols and their use working on concert Pitches: F, Eb, D, C, Bb, G Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest. Students will experiment with various instruments from cultures around the world.

**Time Frame:** First Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

**Essential Questions:**

What is music?

Is music its own language?

Why is rhythm important?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.5.B.1</b> Identify the elements of music in response to aural prompts and printed music notational systems.</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>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p><b>1.4.5.A.2</b> Demonstrate how art communicates ideas about personal and social values and is inspired by an individuals imagination and frame of references (e.g. personal, social, political, historical context)</p>	<p><b>Topics</b></p> <p><b>Concert Pitches: F, Eb, D, C, Bb, G Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest</b></p> <p><b>SWBAT –</b> Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter.</p> <p>Read and perform: syncopated rhythms, dotted eighth-note/sixteenth note rhythms.</p> <p>Identify vocal ranges: Soprano, Alto, Tenor, Bass.</p> <p>Compare and contrast instrumentation from diverse cultures.</p> <p>Identify and perform sudden changes (subito); allegro, moderato, adagio, accelerando, ritardando, presto, andante</p> <p>Identify introduction, interlude, coda, D.C. al fine (ABA); first and second endings.</p>	<p>Students learn basic music symbols and their use (staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata)., <b>NJSLSA.L6</b></p> <p>Students will use foldables to learn values of basic notes and rests (quarter note, 81 quarter rest, half note, half rest, whole note, whole rest, line notes and space notes. <b>NJSLSA.L6</b></p> <p>Students will read and perform a steady beat and syncopated rhythms. <b>NJSLSA.L6</b></p> <p>Students will view performances (video clips) and identify varied vocal ranges. <b>NJSLSA.L6, NJSLSA.W9</b></p> <p>Students will experiment with various instruments from cultures around the world. <b>6.2.8.D.1.b</b></p> <p>Students will discuss in small groups the differences and similarities of</p>	<p>Musical Symbols” <a href="http://brebru.com/violin/v1/v0b.html">http://brebru.com/violin/v1/v0b.html</a></p> <p>Time signatures: <a href="https://courses.lumenlearning.com/musicappreciation_with_theory/chapter/time-signature/">https://courses.lumenlearning.com/musicappreciation_with_theory/chapter/time-signature/</a></p> <p>Foldables: <a href="http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf">http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf</a></p> <p>Syncopated Rhythms: <a href="https://study.com/academy/lessons/rhythm-recognizing-syncopation-dotted-notes-ties.html">https://study.com/academy/lessons/rhythm-recognizing-syncopation-dotted-notes-ties.html</a></p> <p>Music Symbol game: <a href="https://makingmusicfun.net/htm/f_mmf_music_library/music_symbol_swat_lesson.php">https://makingmusicfun.net/htm/f_mmf_music_library/music_symbol_swat_lesson.php</a></p> <p>Basic note values: <a href="https://www.frelinghuysenschool.org/site/handlers/filedownload.ashx?moduleinstanceid=311&amp;dataid=149&amp;FileName=Reading%20Music%20%20Practice.pdf">https://www.frelinghuysenschool.org/site/handlers/filedownload.ashx?moduleinstanceid=311&amp;dataid=149&amp;FileName=Reading%20Music%20%20Practice.pdf</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></p> <p>Exit tickets</p> <p>Foldable</p> <p>Teacher-made check sheets and rubrics.</p> <p>Viewing/Listening activities to identify musical characteristics.</p> <p>Evaluate and critique a work of music while using proper musical terminology.</p> <p>Participate in discussions about musical instruments</p>

Identify/read the home tone as Do and as La; tonic note of scale; monophonic, homophonic, and polyphonic textures; and identify the I, IV, and V7 chords.

instruments from various cultures. **NJSLSA.SL1, NJSLSA.L3**

Instruments from various cultures:  
<https://makingmulticulturalmusic.wordpress.com/tag/instruments-from-around-the-world-for-kids/>

Introduction/interlude coda:  
<https://www.musick8.com/html/ideadisplay.php?ibid=468>

Monophonic vs polyphonic:  
<https://www.youtube.com/watch?v=eo2mGNvWEqY>

Identifying Chords:  
<https://www.youtube.com/watch?v=Hd3AJjskLes>

Identifying Chords:  
<https://www.studybass.com/lessons/harmony/the-i-iv-and-v-chords/>

Instruments Warm-up sheets and supplemental concert music

### **Alternative Assessments:**

20 Quick Formative Assessments from the art of education:

- Outcome Sentences
- Pair-Share
- 3-2-1
- Beach ball

<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>

### **Key Vocabulary:**

Monophonic, polyphonic, allegro, moderato, adagio, accelerando, ritardando, presto, andante, Soprano, Alto, Tenor, Bass, interlude, coda, D.C. al fine

### **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,</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> </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</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>

gestures, props	<ul style="list-style-type: none"> <li>• Check for understanding of directions</li> </ul>	<p>during the time of the lesson.</p> <ul style="list-style-type: none"> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given.</li> </ul>	
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### Interdisciplinary Connections:

#### ELA - NJSLS/ELA:

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

#### Social Studies:

- 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.

### Integration of Technology Standards NJSLS 8:

- 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.

### Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.

