



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

General Music Curriculum

Kindergarten - Sixth Grade

Approved by the Roseland Board of Education

August 2025

“With music, one’s whole future life is brightened. This is such a treasure in life that it helps us over many troubles and difficulties. Music is nourishment, a comforting elixir. Music multiplies all that is beautiful and of value in life.”

– Zoltan Kodaly

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PHILOSOPHY

Music is within our society and daily lives. Experience with and knowledge of music is a vital part of a complete education. Music is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in music is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in music is critical to their personal success.

The music curriculum is organized as a pyramid. Students learn general skills and concepts as they begin their journey in education. Throughout their development, they have available a broad variety of performance, composition, and theory classes in order to explore their own creative musical abilities. The foundation of musical knowledge and understanding in the K-6 Music Department of Noecker School begins in the elementary schools through the general music experience.

Music education provides personal, intellectual, and social development for each individual. Teaching music within the context of the total school

curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of music education. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21st Century Life and Career standards is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS

<p>GOALS After completing all levels of this program, a student will be able to:</p> <ul style="list-style-type: none"> • Sing alone or with others a varied repertoire of music. • Perform on instruments, alone or with others, a varied repertoire of music. • Improvise melodies, variations and accompaniment. • Compose and arrange music within specified guidelines. • Read and notate music. • Listen to, analyze, and describe music. • Evaluate music and music performances. • Understand relationships between music, the arts, and disciplines outside the arts. • Understand music in relation to history and culture. 	<p>INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> • Teacher modeling (eg. Echo-singing) • Singing, playing, moving, and listening • Solo performances within a class setting • Teacher, peer, and individual critique of performance • Singing and movement games • Visual aids • Lecture and demonstration • Field trips • Critiques 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Performance of singing and playing in a solo or group setting. • Written and Aural evaluations • Group projects and presentations. • Observations of skill development • Aural and Visual recordings • Rubrics
<p>DIFFERENTIATION/ ACCOMMODATIONS</p> <ul style="list-style-type: none"> • 504 Plans • IEPs • Information provided in smaller increments/small group instruction • Provide preferential seating • Use of special tools 	<p>RESOURCES</p> <ul style="list-style-type: none"> • CDs • Textbooks • Song collections • Posters • Handouts • Promethean Board • Videos / DVDs • Ipads /ChromeBooks • Internet websites • Music journals and magazines (Music 	

<p>and resources</p> <ul style="list-style-type: none"> • Use of visual and supportive material • Systematic assessment and feedback • Practice and reinforcement • Extra time for assigned tasks • Adjust length of assignment/timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Consistent daily/weekly structured routine • Simple and clear classroom expectations • Frequent feedback • Precise step-by step directions 	<p>K-8)</p> <ul style="list-style-type: none"> • Professional associations and organizations (MENC, NJMEA, ACDA, AOSA, NJMTA) 	
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K-2 General Music Curriculum

Primary Pacing Chart

Grades K-2 - One Cycle (40 Days)

Grade	Unit 1 (5 days)	Unit 2 (15 days)	Unit 3 (5 Days)	Unit 4 (15 Days)
K	Pitched singing, steady beat, high and low notes, loud and soft, short and long	Parts of the ukulele, Chords C, and Am, pitched singing, performance	Instruments and their families	Keyboards, reading sheet music, piano play along
1	Pitched singing, steady beat, high and low notes, loud and soft, short and long, rhythm	Parts of the ukulele, Chords C, and Am, pitched singing, performance	Instruments and their families	Keyboards, reading sheet music, piano play along
2	Pitched singing, steady beat, high and low notes, loud and soft, short and long, rhythm	Parts of the ukulele, Chords C, and Am, pitched singing, performance	Instruments and their families	Keyboards, reading sheet music, piano play along, performance

I. Singing

A. Development of singing

1. Pitch - echo singing
2. Singing vs. speaking voice
3. High vs. Low

B. Development of expression

1. Dynamics — introduce loud and soft
2. Tempo — introduce fast and slow
3. Mood — how does the music make you feel?

C. Opportunity to sing a variety of song selections

1. Seasonal and holiday songs

D. Ability to sing as a group

1. Staying together
2. Listening to each other
3. Starting and stopping together

II. Playing

A. Ability to follow directions

1. Proper playing position
2. Maintain a steady beat

B. Exploring sounds

1. How the sound is produced
2. Following iconic notation

III. Performing

A. Ability to perform alone or as a group

1. Creating

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Anchor Standard 1: Generating and conceptualizing ideas. • 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
Anchor Standard 2: Organizing and developing ideas. • 1.3A.2.Cr2a: Demonstrate and explain personal	Musicians' creative choices are influenced by their expertise, context and expressive intent.	How do musicians make creative decisions?

<p>reasons for selecting patterns and ideas for music that represent expressive intent.</p> <ul style="list-style-type: none"> • 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 		
<p>Anchor Standard 3: Refining and completing products.</p> <ul style="list-style-type: none"> • 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. • 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience. 	<p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p>	<p>How do musicians improve the quality of their creative work?</p>
<p>EXPECTATIONS:</p>	<ul style="list-style-type: none"> • Explore, recognize and demonstrate the steady beat through various musical selections. • Create basic rhythmic patterns including quarter notes, eighth notes, half notes, quarter rests, and tied notes using their corresponding rhythm syllables (Ta, Titi, etc.) • Sing solo and in a group setting using a variety of pitches and rhythms. • Read, write, and improvise and 	

	<p>compose basic rhythmic patterns using stick and/or standard notation.</p> <ul style="list-style-type: none"> • Create melodic and rhythmic patterns. • Recognize and differentiate between a variety of pitches (Same vs. Different pitches) and Dynamics (Loud vs. Soft) and direction of music (High vs. Low) and Rhythm vs. Beat. • Demonstrate knowledge of solfege syllables and Curwen hand signs: do, re, mi, fa sol, la, ti, do. • Move to express various mood settings • Perform simple dance motions. 	
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2. Performing

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS

<p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <ul style="list-style-type: none"> • 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 	<p>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.</p>	<p>How do performers select repertoire?</p>
<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <ul style="list-style-type: none"> • 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. • 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music. • 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. • 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 	<p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>.</p>
<p>EXPECTATIONS:</p>	<ul style="list-style-type: none"> • Explore, create, and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 	

	<ul style="list-style-type: none"> • Sing, play, and listen to music from a variety of styles, genres, cultures and time periods. • Practice basic rhythms and melodies. • Sing using proper breathing . • Practice and perform properly with vocal technique (diction, enunciation, and expression) and proper posture. • Practice singing through echoing and Call & Response • Practice concert etiquette for assemblies, concerts, & shows. • Understand how different instruments help form the musical piece. • Introduced to the staff and understand its importance. 	
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3. Responding

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Anchor Standard 7: Perceiving and analyzing products. • 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. • 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

<p>Anchor Standard 8: Interpreting intent and meaning.</p> <ul style="list-style-type: none"> • 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 	<p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p>How do we discern the musical creators' and performers' expressive intent?</p>
<p>Anchor Standard 9: Applying criteria to evaluate products.</p> <ul style="list-style-type: none"> • 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. 	<p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>How do we judge the quality of musical work(s) and performance(s)?</p>
<p>EXPECTATIONS:</p>	<ul style="list-style-type: none"> • Listen to and respond to music from different cultures, genres, various styles (eg. Folk Dancing, Call & Response, Body Percussion) • Use appropriate music vocabulary to describe a performance or composition. • Determine which music is appropriate for different holidays and celebrations. • Listen to, analyze, and describe music. • Understand music in relation to history and culture. • Evaluate music and music performances. • Understand relationships between music, the arts, and disciplines outside the arts. • Respond to conductor's cues. 	

4. Connecting

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <ul style="list-style-type: none"> • 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. 	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Through individual connections in the arts, personal strengths, traits, and challenges are recognized.</p>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?</p> <p>How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?</p>
<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <ul style="list-style-type: none"> • 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life 	<p>Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts, and behaviors. •</p>	<p>How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?</p>
<p>EXPECTATIONS:</p>	<ul style="list-style-type: none"> • Relate ideas from music with other subject areas. • Understand how personal experience with music helps make musical decisions. • Understand lyrics of songs learned. • Relate to music from different periods. • Understand the origin of songs, games, and instruments from various cultures. 	

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p>CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>8.1.2.DA.3: Identify and describe patterns in data visualizations</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</p>
Assessment	<u>Integrated Accommodations & Modifications</u>	Career Education
<ul style="list-style-type: none"> Group discussions of performances utilizing appropriate terminology and positive feedback Teacher evaluation of performance utilizing established criteria based on a 	<p>Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</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>

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p>rubric created independently.</p> <ul style="list-style-type: none"> • Benchmark • Alternative • Formative • Summative 		

Vocabulary:

- Dynamics (Soft, Loud, Very Loud, Very Soft, Piano, Pianissimo, Forte, Fortissimo)
- Pitch,
- Tone
- Melody line
- Repeat
- Melodic
- Culture/Ancestors
- Ballad,
- Blues,
- Jazz ,
- Vibration
- Solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do)
- Treble clef/g clef (Spaces, Lines)
- Notes (Quarter note, half note, dotted half note, whole note, dotted whole note)
- Musical rests
- Composer
- Musician,
- Beat
- Steady beat
- Rhythm
- Largo
- Presto
- Allegro
- Percussion
- Harmonize
- Tempo
- Warm ups
- Conductor

3-6 General Music Curriculum

Grades 3-6 - One Cycle (40 Days)

Grade	Unit 1(15 Days)	Unit 2 (5 Days)	Unit 3 (15 Days)	Unit 4 (5 Days)
3	Xylophones, reading sheet music, piano play along, naming treble clef notes, composing an original song, performance	Artist Project	Parts of the xylophone, Chords C, Am, and F, performance	Music History
4	Xylophone, reading sheet music, piano play along, naming treble clef notes, composing an original song, performance	Artist Project	Parts of the xylophone, Chords C, Am, and F, performance	Music History
5	Xylophone, reading sheet music, piano play along, naming treble clef notes, composing an original song, performance	Artist Project	Parts of the xylophone, Chords C, Am, F, and G,	Music History

Grade 6 - One Cycle (40 Days)

Grade	Unit 1(15 Days)	Unit 2 (5 Days)	Unit 3 (15 Days)	Unit 4 (5 Days)
6	Xylophones, reading sheet music, piano play along, naming treble clef notes, composing an original song, performance	Artist Project	Parts of the xylophones, Chords C, Am, F, G, chord of their choosing, strumming patterns, performance	Music History

Playing

A. Recorder and Xylophone

Learning proper playing position

1. Ability to play at appropriate time and on cue
2. Ability to read notes on the treble staff
3. Ability to use both hands (both holding and playing notes)
4. Ability to switch notes/chords
5. Ability to perform as an individual/group
6. Playing rhythmic, melodic, and harmonic patterns
7. Ability to arrange a musical piece

II. Understanding Music

A. Music History

1. Learning about composers from various time periods
2. Discovering how music reflects events in history
3. Observing how composers are influenced by their cultures and events in history

B. Music Vocabulary

1. Building a list of musical terms which will assist students in evaluation music
- III. Discovering the relationship between music and other subject areas
- A. Math
1. Rhythm (Various rhythm patterns and formulas)
 2. Applying fractions to understand note values
- B. Art and Visual Art
1. Creative expression
 2. Responding to music through use of colors and drawing
 3. The correlation of music musical sound and artistic color
- C. Language Arts
1. Understanding lyrics
 2. Poetry
- D. Social Studies
1. Music from different historical periods
 2. Songs, games, and instruments from various cultures
- E. Science
1. Understanding vibration as the source of sound
 2. Correlating size of instrument with higher and lower pitches
- D. Computer Science and Design Thinking
1. Implementing programs & hardware into various lessons plans

1. Creating

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Anchor Standard 1: Generating and conceptualizing ideas. • 1.3A.2.Cr1a: Explore, create and improvise	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

musical ideas using rhythmic and melodic patterns in various meters and tonalities.		
Anchor Standard 2: Organizing and developing ideas. • 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. • 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.	Musicians' creative choices are influenced by their expertise, context and expressive intent.	How do musicians make creative decisions?
Anchor Standard 3: Refining and completing products. • 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. • 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their creative work?
EXPECTATIONS:	<ul style="list-style-type: none"> • Read, write, improvise, and practice basic and complex rhythmic patterns using stick and standard notation. • Compose rhythmic 	

	<p>ostinati alone and/or with a group</p> <ul style="list-style-type: none"> • Sing solo and in group settings. • Demonstrate and recognize Curwen hand signals: Do Re Mi Fa Sol La TI Do. • Create musical pieces using dynamics, tempo, and articulation • Understand that dynamics, tempo, and articulation help create different musical pieces. • Understand the difference between Rhythm and Beat. • Recognize that each musical piece conveys a different message to each individual. 	
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2. Performing

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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<p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <ul style="list-style-type: none"> • 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 	<p>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.</p>	<p>How do performers select repertoire?</p>
<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <ul style="list-style-type: none"> • 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. • 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music. • 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. • 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 	<p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>
<p>EXPECTATIONS:</p>	<ul style="list-style-type: none"> • Sing songs from different cultures, genres, and styles. • Understand how to compare different musical pieces from different styles, cultures, and genres using appropriate vocabulary. • Refine a musical piece by practicing 	

	<p>challenging rhythms and parts of the piece.</p> <ul style="list-style-type: none"> • Visually and aurally identify various instruments . • Ability to group different instruments into their families and understand how they are related. • Demonstrate proper singing techniques, breath control and support, tone quality, and posture. • Recognize the symbols in a song. • Perform a piece of music in a way that the audience can relate to it. • Use the knowledge of the musical staff to help perform different pieces. 	
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3. Responding

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Anchor Standard 7: Perceiving and analyzing products. • 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. • 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p>	<p>How do individuals choose music to experience?</p> <p>How does understanding the structure and context of music inform a response?</p>
<p>Anchor Standard 8: Interpreting intent and meaning. • 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p>How do we discern the musical creators' and performers' expressive intent?</p>

Anchor Standard 9: Applying criteria to evaluate products. • 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
EXPECTATIONS:	<ul style="list-style-type: none"> • Listen to and respond to music from different cultures and genres. • Use appropriate music vocabulary to describe a performance or composition. • Determine which music is appropriate for different holidays and celebrations. • Analyze and respond to music of various styles and genres. (eg. Folk Dancing, Call & Response, Body Percussion) • Respond to conductor's cues. 	

4. Connecting

GOALS/Anchor Standard	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. • 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Through individual connections in the arts, personal strengths, traits, and challenges are recognized.</p>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?</p> <p>How does engagement in the</p>

		arts deepen recognition of one's personal traits, strengths and challenges?
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. • 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts, and behaviors. •	How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?
EXPECTATIONS:	<ul style="list-style-type: none"> Discover, explore, and explain how personal experience with music helps make future musical decisions. Relate personal experience to the experiences of peers and realize how those similarities and differences relate to personal musical possibilities. Connecting music with other subjects to create a better understanding of both disciplines. 	

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through	8.1.2.DA.3: Identify and describe patterns in data visualizations 8.1.2.DA.4: Make predictions based on data using charts or graphs	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p>other media.</p> <p>ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>		<p>comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)</p> <p>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</p> <p>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).</p>
Assessment	<u>Integrated Accommodations & Modifications</u>	Career Education
<ul style="list-style-type: none"> Group discussions of performances utilizing appropriate terminology and positive feedback Teacher evaluation of performance utilizing established criteria based on a rubric created independently. 	<p>Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</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>

Vocabulary:

- Dynamics (Med. Loud: Mezzo Forte, (mf) Med. Soft: Mezzo Piano (mp) Hit Hard: Accent Grad. Louder: Crescendo (<) Grad. Softer: Decrescendo (>) Soft= Piano (p) Loud= Forte (f) Very Loud= Fortissimo (ff) Very Soft = Pianissimo (pp) Suddenly Loud= Sforzando (sfz Suddenly soft= Subito Piano)
- Breath Control
- Warm ups
- Lyrics
- Tempo
- Tone Color
- Orchestra
- Styles/Genre
- Solo, duet, trio, quartet
- Instruments/ families
- Bass clef/ f clef/Treble clef/g clef
- Skips/ steps/ leaps/repeats
- Partner Songs/Rounds/ Ostinato
- Harmony
- Improvise
- Tempo (andante, largo, allegretto, allegro, presto, accelerando, ritardando, poco a poco)
- Notes (quarter note, half note, whole note, eighth note, sixteenth note, rests)
- Barline
- Solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do)
- Fermata
- Conductor