

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown Upper Elementary
Arts and Technology: Performing Arts*

*Unified Performing Arts
Grade 4*

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Prepared/Revised by: Laura Kearney

Supervisor: Patricia Rowe

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[Course Description and Fundamental Concepts](#)

Course Description

The Fourth Grade Unified Music Program is a sequential, skill based curriculum. Melody, Rhythm, Harmony and Form are all experienced and taught through a variety of teaching methods and learning styles. This type of music curriculum is ideal for the upper elementary student because it provides: the continuity that builds upon concepts and acquired skills that are taught from year to year, unit to unit; the structure of sequential delivery of instruction; and the flexibility for the educator to apply acquired knowledge of teaching methods. The primary goal of the Unified Music Program is to develop independent, literate musicians through, singing, moving and instrument playing. The curriculum provides a framework in which musical concepts and skills are developed through the study of diverse genres presented in units. The Fourth Grade curriculum focuses on Seasonal and American Folk Songs.

Fundamental Concepts

- Singing accurately with proper breath control
- Playing pitched and unpitched percussion instruments
- Moving through music
- Reading written rhythmic and melodic notation

[New Jersey Student Learning Standards \(NJSLs\)](#)

Performing Arts Standard : Music (By Grade 5)

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

| Standard # | Standard Description |
|------------|--|
| 1.3A.5.Cr1 | 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). |

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

| Standard # | Standard Description |
|------------|---|
| 1.3A.5.Cr2 | a. Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context |
| | b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. |

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

| Standard # | Standard Description |
|------------|---|
| 1.3A.5.Cr3 | a. Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. |
| | b. Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. |

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: 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.

Essential Question: How do performers select repertoire?

| Standard # | Standard Description |
|------------|--|
| 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. |
| | b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance |
| | c. Analyze selected music by reading and performing using standard notation. |
| | d. Explain how context (e.g., personal, social, cultural, historical) informs performances. |
| | e. Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). |

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: 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.

Essential Question: How do musicians improve the quality of their performance?

| Standard # | Standard Description |
|------------|---|
| 1.3A.5.Pr5 | a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. |
| | b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. |

Anchor Standard 6: Conveying meaning through art

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

| Standard # | Standard Description |
|------------|---|
| 1.3A.5.Pr6 | a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. |
| | b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. |

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: 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?

| Standard # | Standard Description |
|------------|--|
| 1.3A.5.Re7 | a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. |
| | b. 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). |

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Questions: How do we discern the musical creators' and performers' expressive intent?

| Standard # | Standard Description |
|------------|--|
| 1.3A.5.Re8 | a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. |

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Questions: How do we judge the quality of musical work(s) and performance(s)?

| Standard # | Standard Description |
|------------|--|
| 1.3A.5.Re9 | a. Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. |

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

| Standard # | Standard Description |
|-------------|---|
| 1.3A.5.Cn10 | a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |
| | This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr5e, 1.3A.5.Re7a |

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

| Standard # | Standard Description |
|-------------|---|
| 1.3A.5.Cn11 | a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |
| | This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr5e, 1.3A.5.Re7a |

Visual and Performing Arts Standards: Music Composition and Theory

Anchor Standard 1: Generating and conceptualizing ideas.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question(s): How do musicians generate creative ideas?

| Standard | Standard Description |
|-----------------|---|
| 1.3B.12prof.Cr1 | a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines |

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s): How do musicians make creative decisions?

| Standard | Standard Description |
|-----------------|--|
| 1.3B.12prof.Cr2 | a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines. |
| | b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary). |

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

| Standard | Standard Description |
|-----------------|--|
| 1.3B.12prof.Cr3 | a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions |
| | b. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent. |

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: 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.

Essential Question: How do performers select repertoire?

| Standard | Standard Description |
|-----------------|---|
| 1.3B.12prof.Pr4 | a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. |
| | b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance. |
| | c. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent. |

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Enduring Understanding: 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.
Essential Question: How do musicians improve the quality of their performance?

| Standard | Standard Description |
|------------------------|--|
| 1.3B.12prof.Pr5 | a. Create rehearsal plans for works, identifying repetition and variation within the form. |
| | b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. |
| | c. Identify and implement strategies for improving the technical and expressive aspects of multiple works. |

Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience’s response.
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

| Standard | Standard Description |
|------------------------|--|
| 1.3B.12prof.Pr6 | a. Share live or recorded performances of works (both personal and others’) and explain how the elements of music are used to convey intent. |
| | b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions. |

Anchor Standard 7: Perceiving and analyzing products.
Enduring Understanding: 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?

| Standard | Standard Description |
|------------------------|---|
| 1.3B.12prof.Re7 | a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition. |
| | b. Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as a composer, performer, and/or listener. |

| <p>Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: Through their use of elements and structures of music, creators and performers. Essential Question: How do we discern the musical creators’ and performers’ expressive intent?</p> | |
|--|---|
| Standard | Standard Description |
| 1.3B.12prof.Re8 | a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work. |

| <p>Anchor Standards 9: Applying criteria to evaluate products. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p> | |
|---|---|
| Standard | Standard Description |
| 1.3B.12prof.Re9 | a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory. |
| | b. Describe the way(s) in which critiquing others’ work and receiving feedback from others can be applied in the personal creative process. |

| <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question: How do musicians make meaningful connections to creating, performing, and responding?</p> | |
|---|--|
| Standard | Standard Description |
| 1.3B.12prof.Cn10 | a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i> |

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

| Standard | Standard Description |
|------------------|---|
| 1.3B.12prof.Cn11 | a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a |

Visual and Performing Arts Standard : Dance (By Grade 5)

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

| Standard # | Standard Description |
|------------|--|
| 1.1.5.Cr1 | a. Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, experiences, literary forms, natural phenomena, current news) to build dance content. |
| | b. Solve multiple movement problems using the elements of dance to develop dance content. |

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

| Standard # | Standard Description |
|------------|---|
| 1.1.5.Cr2 | a. Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. |
| | b. Solve multiple movement problems using the elements of dance to develop dance content. |

Anchor Standard 3: Refining and completing products.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

| Standard # | Standard Description |
|------------|---|
| 1.1.5.Cr3 | a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. |
| | b. Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. |

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

| Standard # | Standard Description |
|------------|---|
| 1.1.5.Pr4 | a. Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). |
| | b. Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. |
| | c. Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) |

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
Essential Question: How is the body used as an instrument for technical and artistic expression?

| Standard # | Standard Description |
|------------|---|
| 1.1.5.Pr5 | a. Apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) essential for the dancer. |
| | b. Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement. |

| | |
|--|--|
| | c. Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. |
| | d. Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core). |
| | e. Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints. |

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

| Standard # | Standard Description |
|------------|--|
| 1.1.5.Pr6 | a. Apply visualization, motor imagery, and breath to enhance body mechanics and the quality of a movement skill. |
| | b. Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. |
| | c. Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage). |
| | d. Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances. |

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

| Standard # | Standard Description |
|------------|---|
| 1.1.5.Re7 | a. Describe recurring patterns of movement and their relationships to the meaning of the dance. |
| | b. Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics. |

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

| Standard # | Standard Description |
|------------|---|
| 1.1.5.Re8 | a. Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology. |

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

| Standard # | Standard Description |
|------------|---|
| 1.1.5.Re9 | a. Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively. |

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

| Standard # | Standard Description |
|------------|--|
| 1.1.5.Cn10 | a. Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. |
| | b. Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles, and cultural lenses. |

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

| Standard # | Standard Description |
|------------|--|
| 1.1.5.Cn11 | a. Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. |

Visual and Performing Arts Standards: Theatre (By Grade 5)

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

| Standard | Standard Description |
|-----------|---|
| 1.4.5.Cr1 | a. Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work. |
| | b. Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work. |
| | c. Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. |

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question: How, when, and why do theatre artists' choices change?

| Standard | Standard Description |
|-----------|--|
| 1.4.5.Cr2 | a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots, and their given circumstances. |
| | b. Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process. |

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

| Standard | Standard Description |
|-----------|--|
| 1.4.5.Cr3 | a. Collaborate with peers to revise, refine, adapt, and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review. |
| | b. Use and adapt sounds and movements in a guided drama experience. |
| | c. Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work. |

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: How do theatre artists fully prepare a performance or design?

| Standard | Standard Description |
|-----------|--|
| 1.4.5.Pr4 | a. Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. |
| | b. Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements. |

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Theatre artists make choices to convey meaning.

Essential Question: How do theatre artists use tools and techniques to communicate ideas and feelings?

| Standard | Standard Description |
|-----------|---|
| 1.4.5.Pr5 | a. Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work. |
| | b. Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work. |

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share creative experiences?

| Standard | Standard Description |
|-----------|---|
| 1.4.5.Pr6 | a. Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience. |

Anchor Standard 7: Perceiving and analyzing work

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

| Standard | Standard Description |
|-----------|--|
| 1.4.5.Re7 | a. Identify, explain, and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation. |

Anchor Standard 8: Interpreting intent and meaning

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

| Standard | Standard Description |
|-----------|--|
| 1.4.5.Re8 | a. Develop and implement a plan to evaluate drama/theatre work. |
| | b. Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works. |
| | c. Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work. |

Anchor Standard 9: Applying criteria to evaluate products.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

| Standard | Standard Description |
|-----------|--|
| 1.4.5.Re9 | a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. and justify responses to drama/theatre work based on personal experience. |
| | b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. |
| | c. Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work. |

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

| Standard | Standard Description |
|------------|---|
| 1.4.5.Cn10 | a. Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture. |

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding: As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

| Standard | Standard Description |
|------------|--|
| 1.4.5.Cn11 | a. Identify, respond to, and investigate connections to global issues including climate change, and other content areas in a dramatic/theatrical work. |
| | b. Compare the drama/theatre conventions of a given time period with those of the present. |

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

| By Grade 5 | | |
|-----------------------|--|--|
| Unit Addressed | Core Idea | Standard / Description |
| 1-4 | An individual's passions, aptitude and skills can affect his/her employment and earning potential. | <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> |
| | Income and benefits can vary depending on the employer and type of job or career. | <p>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p> |
| | There are a variety of factors to consider before starting a business. | <p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. •</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p> |
| | Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. | <p>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.2.5.CAP.9: Justify reasons to have insurance.</p> |

Life Literacies and Key Skills ([Standard 9.4](#))

| By Grade 5 | | |
|-----------------------|--|--|
| Unit Addressed | Core Idea | Standard / Description |
| 1-4 | <p>Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> | <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p> |
| 1, 2 | <p>Creativity and Innovation: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</p> | <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p> |
| 2, 3 | <p>Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> | <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> |

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| 3 | <p>Digital Citizenship: Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</p> | <p><i>9.4.5.DC.1: Explain the need for and use of copyrights.</i></p> <p><i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i></p> <p><i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i></p> |
| | <p>Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</p> | <p><i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i></p> |
| | <p>Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.</p> | <p><i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i></p> |
| | <p>Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.</p> | <p><i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i></p> <p><i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i></p> |
| | <p>Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.</p> | <p><i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i></p> |
| 1-4 | <p>Global and Cultural Awareness: Culture and geography can shape an individual’s experiences and perspectives.</p> | <p><i>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).</i></p> |
| | <p>Information and Media Literacy: Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p> | <p><i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i></p> |

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| | <p>Information and Media Literacy: Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p> | <p><i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</i></p> <p><i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i></p> |
| | <p>Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p> | <p><i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i></p> <p><i>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i></p> |
| | <p>Information and Media Literacy: Specific situations require the use of relevant sources of information.</p> | <p><i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i></p> <p><i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i></p> |
| | <p>Technology Literacy: Different digital tools have different purposes.</p> | <p><i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i></p> <p><i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i></p> <p><i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i></p> |
| 1-4 | <p>Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p> | <p><i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i></p> <p><i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i></p> |

Interdisciplinary Connections

| Unit Addressed | Content / Standard # | Standard Description |
|----------------|--|---|
| 1, 2, 3, 4 | Social Studies / 6.1.4.D.12 | History, Cultures & Perspectives (The study of American folklore) |
| 1, 2, 3, 4 | Mathematics/ 5.OA.B.3 | Analyze patterns and relationships |
| 1, 2, 3, 4 | World Language/ 7.1.NM.A.1 | Recognize familiar spoken or written words (Italian) |
| 2, 4 | Science/ 4-PS4-3 | Waves and their application technologies for information transfer |

Pacing Guide (All Dates are approximate based on the school calendar)

| Unit/ Topic | Month (w/Approx number of Teaching Days) |
|--|--|
| Fundamental Concepts <ul style="list-style-type: none"> ● Singing accurately with proper breath control ● Playing pitched and unpitched percussion instruments ● Moving through music ● Reading written rhythmic and melodic notation Seasonal Thematic Unit/ Melody | September (~2 days) |
| Seasonal Thematic Unit/ Rhythm | October (~2 days) |
| Seasonal Thematic Unit/ Notation | November (~2 days) |
| Seasonal Thematic Unit/ Harmony | December (~2 days) |
| American Folksong Unit/ Musical Theatre | January (~3 days) |
| American Folksong Unit/ Dynamics | February (~2 days) |
| American Folksong Unit/ Performance | March (~3 days) |
| American Folksong Unit/ Articulations/Expression | April (~3 days) |
| American Folksong Unit/ Instruments | May (~3 days) |
| American Folksong Unit/ Critique | June (~2 days) |

Units Scope and Sequence

Unit 1

Unit Name: Movement - Legato

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.3A.5.Pr4.b, 1.3A.Pr6.a, 1.3B.12prof.Cr1, 1.1.5.Cr1.a, 1.1.5.Cr3.a, 1.1.5.Pr4.a, 1.1.5.Pr6.b, 1.4.5.Cr2.b, 1.4.5.Pr5

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How will students sing a seasonal American folk song in a small group?
- What processes and skills are relevant to students working collaboratively to create a legato four phrase movement?
- How do students critique their peers with positive feedback and constructive criticism?

Objectives

Students will be able to...

- Sing *Who Has Seen the Wind?*
- Sing *Skin and Bones*
- Listen and identify musical phrases
- Recognize minor tonality
- Sing in legato style
- Create legato movements as an ensemble
- Perform song and movement for an audience of peers
- Critique student performance using positive feedback and constructive criticism

Unit 2

Unit Name: Playing - Classroom Percussion Ensemble

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 1.3A.5.Cr1, 1.3A.Pr5.a, 1.3A.5.Pr6.a, 1.3B.12prof.Cr1](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How will students sing a seasonal American folk song accurately and with good breath control in small and large ensembles?
- What processes and skills are relevant to students performing on various percussion instruments accurately and independently?

Objectives

Students will be able to...

- Sing *Turkey Song*
- Sing *Let Us Chase the Squirrel*
- Develop tonal memory and pitch accuracy
- Listen and identify musical phrases
- Clap, Pat, Snap
- Play unpitched percussion instruments with proper technique
- Play pitched percussion instruments with proper technique
- Perform melodic ostinato
- Sing and perform as a classroom percussion ensemble
- Play *Let Us Chase the Squirrel* Folk Game

Unit 3

Unit Name: Reading Rhythmic Notation - Sixteenth Notes

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL - 1.3A.5.Pr4.b, 1.3A.5.Cr2.b, 1.1.5.Cr1.a](#)
[NJSL - Career Awareness, Exploration, Preparation, and Training](#)
[NJSL - Life Literacies and Key Skills](#)
[NJSL - Interdisciplinary Standards](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How will students sing a traditional American folk song accurately and with good breath control?
- What processes and skills are relevant to students performing on various percussion instruments accurately and independently?
- What musical terminologies and symbols are needed to follow a musical score?

Objectives

Students will be able to...

- Sing *Tideo*
- Read quarter note & eighth note rhythms
- Identify sixteenth note
- Listen and identify musical phrases
- Perform body percussion
- Play un-pitched percussion instruments with proper technique
- Follow notation from a musical score
- Sing and perform as a classroom percussion ensemble
- Demonstrate inner hearing
- Play *Tideo* movement game
- Dance *Seven Jumps* folk dance

Unit 4

Unit Name: Singing - Duple Meter

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 1.3A.5.Cr1, 1.3A.5.Cr2.b, 1.3A.5.Pr5.a, 1.3A.5.Pr6.a](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How will students sing a traditional American folk song accurately and with good breath control?
- What processes and skills are needed for students to read and clap rhythmic notation?
- How will students move and play a traditional American folksong game?

Objectives

Students will be able to...

- Sing *A Sailor Went to Sea*
- Sing *Sailing on the Ocean*
- Sing *Charlie Over the Ocean*
- Sing solfege patterns
- Sing a solo
- Read notation from a musical score
- Read and clap quarter, eighth and sixteenth note rhythm patterns
- Demonstrate inner hearing
- Play hand clapping and chase game
- Folk Dance
- Dictate rhythms in 2/4 meter

Please contact the Content Supervisor for any questions.