

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

*Moorestown Upper Elementary School
Arts & Technology: Performing Arts*

*Enriched Chorus
Grade 5*

Date: August 2023
Prepared by: Marissa Paglione
Revised by: Regina Schmitt
Supervisor: Patricia Rowe

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[Course Description and Fundamental Concepts](#)

Course Description

The Fifth Grade Enrichment Choral Program at the Moorestown Upper Elementary School is designed to develop in each student a respect for and understanding of quality choral music. The course instills an appreciation and basic understanding of music representing different composers, period, styles and cultures. The performance of this music is the goal of both the singer and director, bringing to both the artists and the audience an exciting and memorable aesthetic experience. Building upon work on the elementary level and, at the same time, preparing for middle school study, the program focuses on major musical/choral concepts enabling the young singer to develop his/her natural instrument to its fullest potential. Fundamentals of music theory will also be taught and reviewed. Including, but not limited to: rhythmic and melodic note reading, time and key signatures, intervals, sight reading and solfege. Each student will participate in one mandatory choral concert during the school year. In addition, and in conjunction with the mission of the visual and performing arts department, the Fifth Grade Enrichment Choral Program presents a healthy learning environment for upper elementary school students. Classes enhance critical thinking and decision-making skills, develop feelings of maturity and self-confidence and overall help students to develop a positive attitude and self image.

Fundamental Concepts

- Vocal Production and Breath Support
- Rhythm
- Melody
- Harmony
- Expression/Interpretation in Music, Dance and Theater
- Ensemble Skills
- Critique/Reflection in Music, Dance and Theater

The vocal music topics/units listed above will be addressed at the same time throughout the school year. There is no specific amount of time that should be spent on each topic. Topics are also combined within lessons/units. The topics will be incorporated into all classroom instruction on a daily basis to foster music literacy.

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

Visual and Performing Arts Standards: Music Ensembles (Novice)

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
1.3C.12nov.Cr1	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

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
1.3C.12nov.Cr2	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

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
1.3C.12nov.Cr3	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
	b. Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

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
1.3C.12nov.Pr4	a. Select a varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
	b. Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
	c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

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
1.3C.12nov.Pr5	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

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
1.3C.12nov.Pr6	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
	b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

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
1.3C.12nov.Re7	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
	b. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

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?

Standard	Standard Description
1.3C.12nov.Re8	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

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)?

Standard	Standard Description
1.3C.12nov.Re9	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

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
1.3C.12nov.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.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
1.3C.12nov.Cn11	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: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Visual and Performing Arts Standards: Music Harmonizing Instruments (Novice)

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
1.3D.12nov.Cr1	a. Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

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
1.3D.12nov.Cr2	a. Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

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
1.3D.12nov.Cr3	a. Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
	b. Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

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
1.3D.12nov.Pr4	a. Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
	b. Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.
	c. Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

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
1.3D.12nov.Pr5	a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

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
1.3D.12nov.Pr6	a. Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.

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.
Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Standard	Standard Description
1.3D.12nov.Re8	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

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)?

Standard	Standard Description
1.3D.12nov.Re9	a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

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
1.3D.12nov.Cn10	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.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
1.3D.12nov.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: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Visual and Performing Arts Standards: Music Composition and Theory (Proficient)

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
1.3A.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.
Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Standard	Standard Description
1.3D.12nov.Re8	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

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)?

Standard	Standard Description
1.3D.12nov.Re9	a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

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
1.3D.12nov.Cn10	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.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
1.3D.12nov.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: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

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

By Grade 5

Unit Addressed	Core Idea	Standard / Description
6,7	<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>
6,7	<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>
1,2,3,4,5,6,7	<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>

6,7	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.	<i>9.4.5.DC.1: Explain the need for and use of copyrights.</i> <i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i> <i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i>
1,2,3,4,5,6,7	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.	<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>
6	Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.	<i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i>
6	Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.	<i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i> <i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i>
6	Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.	<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>
1,2,3,4,5,6,7	Global and Cultural Awareness: Culture and geography can shape an individual's experiences and perspectives.	<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>
1,2,3,4,5,6,7	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<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>

1,2,3,4,5,6,7	Information and Media Literacy: Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<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> <i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i>
6, 7	Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i> <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>
6, 7	Information and Media Literacy: Specific situations require the use of relevant sources of information.	<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> <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>
6	Technology Literacy: Different digital tools have different purposes.	<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> <i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i> <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>
7	Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i> <i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i>

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

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6,7	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>
7	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>
7	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>
6,7	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>

Interdisciplinary Connections ([2020 NJSLs](#))

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1,2,3,4,5,6,7	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
1,2,3,4,5,6,7	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
1,2,3,4,5,6,7	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
1,2,3,4,5,6,7	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Pacing Guide

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>Focus: Vocal Production and Posture</p> <ul style="list-style-type: none"> ● Vocal Production- Posture ● Ensemble Skills and Etiquette <p>Posture – proper posture while sitting and standing Ensemble skills – attendance, preparation, cooperative attitude, practice</p>	<p>September (~5 days)</p>
<p>Focus: Vocal Production and Breath Support</p> <p>Tone Production- breath control, phrasing Rhythm – 4/4 time signature, whole, half and quarter notes and rests Pitch – treble/bass clef, notes on the staff, ledger lines</p>	<p>October (~5 days)</p>
<p>Focus: Rhythm</p> <p>Whole note, half note, quarter note, eighth note, dotted quarter note, sixteenth note and quarter rest</p>	<p>November (~4 days)</p>
<p>Focus: Melody</p> <p>Treble Clef- note reading and writing, repeat sign, 1st and 2nd endings The C Major Scale</p>	<p>December (~4 days)</p>
<p>Focus: Harmony</p> <p>Two-Part Canons Rhythm- dotted half note, tempo Pitch- key signature, accidental Form- AB and ABA</p>	<p>January (~4 days)</p>
<p>Focus: Expression and Interpretation</p> <p>Music literacy-articulations including tenuto</p>	<p>February (~4 days)</p>
<p>Focus: Ensemble Skills</p> <p>Dynamics- pp, mp, m, mf, f, ff, crescendo and decrescendo</p>	<p>March (~5 days)</p>
<p>Focus: Conducting</p> <p>Time signatures- 2/4, 3/4, 4/4 and 6/8 Ensemble skills – director response</p>	<p>April (~5 days)</p>
<p>Focus: Performance</p> <p>Music Literacy – Dynamics Ensemble skills – Balance</p>	<p>May (~5 days)</p>
<p>Focus: Critique and Reflection</p> <p>Genres-Classical, Opera, Blues, Spirituals</p>	<p>June (~4 days)</p>

Units Scope and Sequence

Units 1

Unit Name:Vocal Production and Breath Support

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

Standards

[NJSLS - 1.3C.12nov.Cn11](#)

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

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

[NJSLS - Interdisciplinary Connections](#)

Unit Big Ideas:

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

- How does one differentiate between correct or incorrect “Singing Posture”?
- What muscles are used for vocal production?
- What process is necessary to demonstrate correct breath support?
- What are pure vowels?

Objectives

Students will be able to...

- Students will describe and demonstrate correct singing posture while sitting or standing during rehearsals/performances.
- Students will define specific vocabulary terms related to vocal production.
- Students will locate the diaphragm, larynx and vocal cords on a diagram.
- Students will demonstrate correct breath control for singing.
- Students will produce the purest vowels: oo, ah, oh and ee.
- Students will work with correct articulation of consonants with emphasis on the difference between percussive (t, k, b, d, g, p) and sustained(m, n, s, h, j, l, r, s, v) sounds

Units 2

Unit Name: Rhythm

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

Standards

[NJSLs](#) - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2

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

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

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

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

Essential Questions:

- What does rhythmic notation look like?
- What processes and skills are necessary to reading rhythms?
- What language do you use to recite a rhythm?
- What is a time signature

Objectives

Students will be able to...

- Students will identify the various notes and their note values in different time signatures.
- Students will write rhythmic dictation exercises.
- Students will apply their knowledge of rhythm when singing choral repertoire.
- Students will identify and explain time signatures within the composition they are learning/reading.
- Students will read and perform rhythms using rhythm syllables: ta, ti-ti, tika-tika

Units 3

Unit Name:Melody

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

Standards

[NJSLs](#) - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Career Awareness, Exploration, Preparation and Training](#)
[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

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

Essential Questions:

- How do you define a melody?
- What is the music alphabet and how is it used to read a melody?
- How is the staff used in creating a melody line?
- What are intervals?
- How many notes comprise a major scale?
- What are solfege syllables and how are they used when reading and singing a melody?

Objectives

Students will be able to...

- Students will identify the lines and spaces in the treble clef with note names and intervals
- Students will identify intervals on the staff using solfege
- Students will determine which voice part is singing the melody within a composition
- Students will write a four measure melody line with accurate notes and rhythms
- Students will identify and perform the major scale

Units 4

Unit Name: Harmony

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

Standards

[NJSLs](#) - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2, 1.3B.12prof.Cr3.b, 1.3C.12nov.Pr6

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

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

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

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

Essential Questions:

- What is the definition of harmony?
- Where are harmony lines found in a musical score?
- How does harmony work with a melody line?
- How can harmony be identified when listening to a musical composition?
- What is a canon?
- What is an ostinato?
- How do you compose an ostinato?

Objectives

Students will be able to...

- Students will define harmony
- Students will listen for and identify the harmony in a composition
- Students will create an ostinato to accompany a given melody
- Students will sing two-part canons

Units 5

Unit Name: Expression/Interpretation in Music, Dance and Theater

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

Standards

[NJSLs](#) - 1.3C.12nov.Pr6a, 1.3C.12nov.Pr6b, 1.3C, 1.3C.nov.Re8a

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

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

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

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

Essential Questions:

- What are dynamic markings?
- How does a performer interpret a piece of music, a dance or drama?
- What are tempo markings?
- Does everyone interpret a musical composition the same way?

Objectives

Students will be able to...

- Students will define specific dynamic and tempo markings
- Students will comprehend musical concepts as they relate to text and aesthetic qualities of a musical composition, dance or drama
- Students will analyze and identify specific expression marking in a score
- Students will follow the conductor based on his/her expressive gestures relating to mood and style of the performance

Units 6

Unit Name: Ensemble Skills

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

Standards

[NJSLs](#) - 1C.12nov.Pr4.b, 1C.12nov.Pr4.c

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

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

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

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

Essential Questions:

- What are the different voice parts in a chorus?
- What musical skills are needed when singing in a chorus?
- Which behavioral and social characteristics are necessary to be a positive contributor in an ensemble?
- What is an appropriate stage presence when performing with an ensemble?

Objectives

Students will be able to...

- Students will hold their own part within the ensemble and blend
- Students will sing an entire selection while focusing on the conductor
- Students will sing with piano/instrumental accompaniment and a cappella
- Students will perform music of the highest quality and skill level

Learning Activities

Units 7

Unit Name: Critique in Music, Dance and Theater

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

Standards

[NJSLs](#) - 1.3C.12nov.Re9a, 1.3C.12nov.Cn10a 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

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

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

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

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

Essential Questions:

- Which questions should be asked when critiquing a vocal performance, dance performance or dramatic performance?
- What musical vocabulary should be used when writing a reflection?
- What is the difference between positive and negative comments regarding a performance?

Objectives

Students will be able to...

- Use constructive language and musical terminology to evaluate performance and improve performance in the Fine and Performing Arts
- Critique individual and group performances both orally and written
- Observe other group/performers to learn good practice

Please contact the Content Supervisor for any questions.