



**Allamuchy Township School District  
Allamuchy, NJ**

**General Music  
K-8**

**CURRICULUM GUIDE**

**August 2022**

**Dr. Melissa Sabol, Superintendent**

**Developed by:  
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**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education  
At the regular meeting held on August 22, 2022  
And**

***Aligned with the New Jersey Core Curriculum Content Standards  
And Common Core Content Standards***

*Artistic Process: Creating*

Anchor Standard 1	Conceptualizing and generating ideas
Anchor Standard 2	Organizing and developing ideas
Anchor Standard 3	Refining and completing products

*Artistic Process: Performing*

Anchor Standard 4	Developing and refining techniques and models or steps needed to create products
Anchor Standard 5	Selecting, analyzing, and interpreting work
Anchor Standard 6	Conveying meaning through art

*Artistic Process: Responding*

Anchor Standard 7	Perceiving and analyzing products
Anchor Standard 8	Applying criteria to evaluate products
Anchor Standard 9	Interpreting intent and meaning

*Artistic Process: Connecting*

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

**1.3A [Creating] Anchor Standard 1: Generating and conceptualizing ideas.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians generate creative 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.	Imagine	<p>Improvise short rhythm and tonal patterns</p> <p>Sing or play games that incorporate role playing or imagination</p>	<p>Music Express Magazine</p> <p>Fun with Composers</p> <p>musicplayonline</p> <p>Music Teachers' Almanac</p>	<p>In-class activity</p> <p>Student hands-on activity</p> <p>Individual verbal or movement responses</p> <p>Teacher observations</p>

**1.3A [Creating] Anchor Standard 2: Organizing and developing ideas.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians make creative decisions?	1.3A.2 .Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	Plan  Make	Model understanding of voices and appropriate use  Create with intent (Ex: character or emotion)	Music Express Magazine  Fun with Composers	In-class activity  Student hands-on activity  Individual verbal or movement responses  Teacher observations
How do musicians make creative decisions?	1.3A.2 .Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal ideas.	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	Plan  Make	Notate improvised short patterns  Large group composing with technology	Music Madness game series  Click and drag composing	In class activity  Student hands-on activity  Individual verbal or movement responses  Teacher observations

**1.3A [Creating] Anchor Standard 3: Refining and completing products.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians improve the quality of their creative work?	1.3A.2. Cr3a	Interpret and apply personal, peer, and teacher feedback to revise personal music.	Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria.	Evaluate  Refine	Group performances for peers	Music Express Magazine	In-class activity  Student hands-on activity
How do musicians improve the quality of their creative work?	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 application of appropriate criteria.	Evaluate  Refine	Group performances for peers	Music Express Magazine	In-class activity  Student hands-on activity

**1.3A [Performing] Anchor Standard 4: Selecting, analyzing, and interpreting work.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do performers select repertoire?	1.3A.2 .PF4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	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.	Select  Analyze  Interpret	Small group practices and performances  Listening analysis with personal interpretation  Guided listening glyphs	Music Express Magazine  Fun with Composers  Listening glyphs	In-class activity  Student hands-on activity  Individual verbal and written responses

**1.3A [Performing] Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians improve the quality of their performance?	1.3A.2 .Pr5a	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.	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.	Rehearse Evaluate Refine	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Online play alongs Share the Music	In-class activity  Student hands-on activity Teacher observations
How do musicians improve the quality of their performance?	1.3A.2 .Pr5b	Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges in music.	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.	Rehearse Evaluate Refine	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Online play alongs Share the Music	In-class activity  Student hands-on activity Teacher observations

How do musicians improve the quality of their performance?	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.	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.	Rehearse  Evaluate  Refine	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Online play alongs  Share the Music	In-class activity  Student hands-on activity  Teacher observations
How do musicians improve the quality of their performance?	1.3A.2 .Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	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.	Rehearse  Evaluate  Refine	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Online play alongs  Share the Music	Worksheets  In-class activity  Student hands-on activity  Teacher observations
How do musicians improve the quality of their performance?	1.3A.2 .Pr5e	Demonstrate understanding of basic expressive qualities (e.g. dynamics and tempo) and how creators use them to convey expressive intent.	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.	Rehearse  Evaluate  Refine	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Online play alongs  Share the Music	In-class activity  Student hands-on activity  Teacher observations

**1.3A [Performing] Anchor Standard 6: Conveying meaning through art.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.2 .Pr6a	Perform music for a specific purpose with expression and technical accuracy.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Singing and Movement games and activities  Practice for in-class or public performance	Music Express Magazine  JJ & Me  musicplayonline  JWPepper.com	In-class activity  Student hands-on activity  Performance for class or public
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.2 .Pr6b	Perform appropriately for the audience and purpose.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Performance opportunities in class and annual concert	Music Express Magazine  JJ & Me  musicplayonline  JWPepper.com	In-class activity  Student hands-on activity  Performance for class or public

**1.3A [Responding] Anchor Standard 7: Perceiving and analyzing products.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	1.3A.2 .Re7a	Demonstrate and explain how personal interests and experiences influence music selection for specific purposes.	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.	Select  Analyze	Listening, Singing, Moving to various styles and cultures  Folk Songs and Games from other cultures	Music Express Magazine  Music Around the World	In class activity  Student hands-on activity  Individual verbal or movement responses  Teacher observations
How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	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.	Select  Analyze	Compare and Contrast different styles	Music Express Magazine  Music Around the World	In class activity  Student hands-on activity  Individual verbal or movement responses

							Teacher observations
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**1.3A [Responding] Anchor Standard 8: Interpreting intent and meaning.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do we discern the musical creators' and performers' expressive intent?	1.3A.2 .Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Interpret	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Share the Music	In-class activity  Student hands-on activity

**1.3A [Responding] Anchor Standard 9: Applying criteria to evaluate products.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do we judge the quality of musical work(s) and performance(s)?	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.	Evaluate	Think, Pair, Share with listening activities  Movement activities with personal interpretation	Music Express Magazine  Fun with Composers  musicplayonline	In-class activity  Student hands-on activity  Verbal responses

**1.3A [Connecting] Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians make meaningful connections to creating, performing, and responding?	1.3A.2.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Interconnection	Think, Pair, Share with listening activities  Movement activities with personal interpretation	Music Express Magazine  Fun with Composers  musicplayonline	In-class activity  Student hands-on activity  Verbal responses

This Performance Expectation is embedded in the following Artistic Processes:

1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

**1.3A [Connecting] Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Interconnection	Think, Pair, Share with listening activities  Movement activities with personal interpretation	Music Express Magazine  Fun with Composers  musicplayonline	In-class activity  Student hands-on activity  Verbal responses

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

**1.3A [Creating] Anchor Standard 1: Generating and conceptualizing ideas.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians generate creative ideas?	1.3A.5 .Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purposes and context (e.g., social, cultural, historical).	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Imagine	Composing activities of tonal and rhythmic patterns	Music Express Magazine  Music Madness  Candy Bar Composition	In-class activity  Student hands-on activity

**1.3A [Creating] Anchor Standard 2: Organizing and developing ideas.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians make creative decisions?	1.3A.5 .Cr2a	Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context.	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	Plan Make	Create with intent (Ex: character or emotion)	Music Express Magazine Fun with Composers JJ & Me	In-class activity  Student hands-on activity
How do musicians make creative decisions?	1.3A.5 .Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	Plan Make	Notate improvised short patterns  Large group composing with classroom instruments and technology	Incredibox  Chrome Music Lab	In-class activity  Student hands-on activity  Written responses and online projects

**1.3A [Creating] Anchor Standard 3: Refining and completing products.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians improve the quality of their creative work?	1.3A.5 .Cr3a	Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.	Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria.	Evaluate Refine	Group performances for peers	Music Express Magazine	In-class activity  Student hands-on activity
How do musicians improve the quality of their creative work?	1.3A.5 .Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.	Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria.	Evaluate Refine	Group performances for peers	Music Express Magazine	In-class activity  Student hands-on activity

**1.3A [Performing] Anchor Standard 4: Selecting, analyzing, and interpreting work.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do performers select repertoire?	1.3A.5 .Pr4a	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.	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.	Select  Analyze  Interpret	Small group practices and performances  Listening analysis with personal interpretation  Guided listening glyphs	Music Express Magazine  Fun with Composers  Listening glyphs	In-class activity  Student hands-on activity  Individual verbal and written responses  Teacher observations
How do performers select repertoire?	1.3A.5 .Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.	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.	Select  Analyze  Interpret	Small group practices and performances  Listening analysis with personal interpretation  Guided listening glyphs	Music Express Magazine  Fun with Composers  Listening glyphs	In-class activity  Student hands-on activity  Individual verbal and written responses

							Teacher observations
How do performers select repertoire?	1.3A.5 .Pr4c	Analyze selected music by reading and performing using standard notation.	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.	Select Analyze Interpret	Small group practices and performances  Listening analysis with personal interpretation  Guided listening glyphs	Music Express Magazine  Fun with Composers  Listening glyphs	In-class activity  Student hands-on activity  Individual verbal and written responses  Teacher observations
How do performers select repertoire?	1.3A.5 .Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.	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.	Select Analyze Interpret	Small group practices and performances  Listening analysis with personal interpretation  Guided listening glyphs	Music Express Magazine  Fun with Composers  Listening glyphs  World Music Drumming: A Cross-Cultural Curriculum	In-class activity  Student hands-on activity  Individual verbal and written responses  Teacher observations

How do performers select repertoire?	1.3A.5 .Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	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.	Select  Analyze  Interpret	Small group practices and performances  Listening analysis with personal interpretation  Guided listening glyphs	Music Express Magazine  Fun with Composers  Listening glyphs	In-class activity  Student hands-on activity  Individual verbal and written responses  Teacher observations
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**1.3A [Performing] Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians improve the quality of their performance?	1.3A.5 .Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	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.	Rehearse  Evaluate  Refine	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Online play alongs  Share the Music	In-class activity  Student hands-on activity  Teacher observations
How do musicians improve the quality of their performance?	1.3A.5 .Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	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.	Rehearse  Evaluate  Refine	Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Online play alongs  Share the Music  Recorder Adventures	In-class activity  Student hands-on activity  Teacher observations

**1.3A [Performing] Anchor Standard 6: Conveying meaning through art.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.5 .Pr6a	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Singing and Movement games and activities  Practice for in-class or public performance	Music Express Magazine  JJ & Me  musicplayonline  JWPepper.com	In-class activity  Student hands-on activity
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.5 .Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Performance opportunities in class and annual concert	Music Express Magazine  JJ & Me  musicplayonline  JWPepper.com	In-class activity  Student hands-on activity  Performance for class or public

**1.3A [Responding] Anchor Standard 7: Perceiving and analyzing products.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	1.3A.5 .Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	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.	Select  Analyze	Listening, Singing, Moving to various styles and cultures  Folk Songs and Games from other cultures	Music Express Magazine  Music Around the World  I Sing, You Sing	In class activity  Student hands-on activity  Individual verbal or movement responses  Teacher observations
How do individuals choose music to experience? How does understanding the structure and context of	1.3A.5 .Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the	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,	Select  Analyze	Compare and Contrast different styles	Music Express Magazine  Music Around the World	In class activity  Student hands-on activity  Individual verbal or

music inform a response?		elements of music, and context (i.e., social, cultural, historical).	historical) and how creator(s) or performer(s) manipulate the elements of music.				movement responses  Teacher observations
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***1.3A [Responding] Anchor Standard 8: Applying criteria to evaluate products.***

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do we judge the quality of musical work(s) and performance(s)?	1.3A.5 .Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Evaluate	Listening, Singing, Playing, Moving  Practice and perform with others	Music Express Magazine  Share the Music  Listening Glyphs	In-class activity  Student hands-on activity

**1.3A [Responding] Anchor Standard 9: Interpreting intent and meaning.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do we discern the musical creators' and performers' expressive intent?	1.3A.5 .Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Interpret	Think, Pair, Share with listening activities  Movement activities with personal interpretation	Music Express Magazine  Fun with Composers  musicplayon line	In-class activity  Student hands-on activity  Verbal responses

**1.3A [Connecting] Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians make meaningful connections to creating, performing, and responding?	1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Interconnection	Think, Pair, Share with listening activities  Movement activities with personal interpretation	Music Express Magazine  Fun with Composers  musicplayonline	In-class activity  Student hands-on activity  Verbal responses

This Performance Expectation is embedded in the following Artistic Processes:  
1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

**1.3A [Connecting] Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Interconnection	Think, Pair, Share with listening activities  Movement activities with personal interpretation	Music Express Magazine  Fun with Composers  musicplayonline	In-class activity  Student hands-on activity  Verbal responses

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

**1.3A [Creating] Anchor Standard 1: Generating and conceptualizing ideas.**

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians generate creative ideas?	1.3A.8 .Cr1a	Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g.,	The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	Imagine	Small group and whole class compositions  12-tone style composing with classroom instruments	Masters of Music  Music 1450-present  Music Express Magazine	In-class activity  Student hands-on activity  Written and verbal responses  Individual contributions towards group goals  Teacher observation  Online work submission

		social, cultural, historical).					
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**1.3A [Creating] Anchor Standard 2: Organizing and developing ideas.**

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians make creative decisions?	1.3A.8 .Cr2a	Select, organize and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Plan Make	Small group and whole class compositions  12-tone style composing with classroom instruments	Masters of Music  Music 1450-present  Music Express Magazine	In-class activity  Student hands-on activity  Written and verbal responses  Individual contributions towards group goals  Teacher observation  Online work submission

How do musicians make creative decisions?	1.3A.8 .Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Plan  Make	Small group and whole class compositions  12-tone style composing with classroom instruments	Masters of Music  Music 1450-present  Music Express Magazine  Chrome Music Lab	In-class activity  Student hands-on activity  Written and verbal responses  Individual contributions towards group goals  Teacher observation  Online work submission
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***1.3A [Creating] Anchor Standard 3: Refining and completing products.***

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
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How do musicians improve the quality of their creative work?	1.3A.8 .Cr3a	Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.	Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria.	Evaluate Refine	Small group practices and performances for peers	Masters of Music  Music 1450-present  Music Express Magazine	In-class activity  Student hands-on activity  Written and verbal responses  Individual contributions towards group goals  Teacher observation  Online work submission
How do musicians improve the quality of their creative work?	1.3A.8 .Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrate craftsmanship and originality to	Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria.	Evaluate Refine	Small group practices and performances for peers	Masters of Music  Music 1450-present  Music Express Magazine	In-class activity  Student hands-on activity

		others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.					Written and verbal responses  Individual contributions towards group goals  Teacher observation  Online work submission
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**1.3A [Performing] Anchor Standard 4: Selecting, analyzing, and interpreting work.**

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do performers select repertoire?	1.3A.8 .Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the	Select  Analyze  Interpret	Small group practices and performances for peers  Self-reflection on performance	Masters of Music  Music 1450-present  Music Express Magazine	In-class activity  Student hands-on activity

		expressive qualities, technical challenges, and reasons for choices.	selection of repertoire.		Online composing projects	Chrome Music Lab	Written and verbal responses  Individual contributions towards group goals  Teacher observation  Online work submission
How do performers select repertoire?	1.3A.8 .Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	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.	Select  Analyze  Interpret	Small group practices and performances for peers  Self-reflection on performance	Masters of Music  Music 1450-present  Music Express Magazine	

How do performers select repertoire?	1.3A.8 .Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.	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.	Select  Analyze  Interpret	Individual and small group worksheets	Alfred's Essentials of Music Theory  One-Minute Theory  Music Express Magazine	Worksheets  Written and verbal responses  Individual contributions towards group goals  Teacher observation
How do performers select repertoire?	1.3A.8 .Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.	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.	Select  Analyze  Interpret	Group discussions on music history articles	American Music  Masters of Music  Music 1450-present	Worksheets  Written and verbal responses  Individual contributions towards group goals  Teacher observation

How do performers select repertoire?	1.3A.8 .Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing.	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.	Select  Analyze  Interpret	Small group practices and performances for peers  12-tone style composing with classroom instruments	American Music  Masters of Music  Music 1450-present	In-class activity  Student hands-on activity  Written and verbal responses  Individual contributions towards group goals  Teacher observation
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***1.3A [Performing] Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.***

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
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How do musicians improve the quality of their performance?	1.3A.8 .Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.	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.	Rehearse  Evaluate  Refine	Small group practices and performances for peers  Self-reflection on performance	Music Express Magazine  Chrome Music Lab	In-class activity  Student hands-on activity  Teacher observation  Online work submission
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***1.3A [Performing] Anchor Standard 6: Conveying meaning through art.***

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
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When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.8 .Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Small group practices and performances for peers  Whole group performances on classroom instruments	Music Express Magazine  Chrome Music Lab  online play alongs	In-class activity  Student hands-on activity  Teacher observation  Online work submission
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.8 .Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, genre, and style.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Demonstrate understanding of audience etiquette during peer performances	Music Express Magazine	In-class activity  Student hands-on activity  Teacher observation

***1.3A [Responding] Anchor Standard 7: Perceiving and analyzing products.***

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	1.3A.8 .Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.	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.	Select  Analyze	Group presentation on specific time period  Create a playlist	Music Express Magazine  radiohour.net  Memory Playlist	In-class activity  Student hands-on activity  Online work submission  Individual contributions towards group goals
How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	1.3A.8 .Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).	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.	Select  Analyze	Group presentation on specific time period  Create a playlist	Music Express Magazine  radiohour.net  Memory Playlist	In-class activity  Student hands-on activity  Online work submission  Individual contributions towards group goals

<p>How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p>	<p>1.3A.8 .Re7c</p>	<p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	<p>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.</p>	<p>Select  Analyze</p>	<p>Compare and contrast activity  Group discussions on music history articles</p>	<p>Masters of Music  Music 1450-present  Music Express Magazine  American Music</p>	<p>In-class activity  Student hands-on activity  Online work submission  Individual contributions towards group goals</p>
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**1.3A [Responding] Anchor Standard 8: Applying criteria to evaluate products.**

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do we judge the quality of musical work(s) and performance(s)?	1.3A.8 .Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Evaluate	Listening Glyphs  Group discussion following guided listening	Music Express Magazine  Writing Prompts in Music Class	In-class activity  Student hands-on activity  Written and verbal responses  Teacher observations

**1.3A [Responding] Anchor Standard 9: Interpreting intent and meaning.**

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do we discern the musical creators' and performers' expressive intent?	1.3A.8 .Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures, and historical periods convey expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Interpret	Listening Glyphs  Group discussion following guided listening	Masters of Music  Music 1450-present  Music Express Magazine  Writing Prompts in Music Class	In-class activity  Student hands-on activity  Written and verbal responses  Teacher observations

**1.3A [Connecting] Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do musicians make meaningful connections to creating, performing, and responding?	1.3A.8.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Interconnection	Group discussions on music history articles	Music 1450-present  Music Express Magazine  American Music	In-class activity  Student hands-on activity  Written and verbal responses  Teacher observations

This Performance Expectation is embedded in the following Artistic Processes:

1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

***1.3A [Connecting] Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.***

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Interconnection	Writing prompts	Writing Prompts in Music Class  Music Express Magazine	In-class activity  Student hands-on activity  Written and verbal responses  Teacher observations

This Performance Expectation is embedded in the following Artistic Processes:

1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

**NJSLS-CLKS 9.4: Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural/global competence.

**Technology Standards:**

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

**Technology Integration:**

- Recorded listening examples
- YouTube examples
- Google Classroom
- Chromebook activities for Grades 5-8
- SmartBoard activities

**Supplemental Texts:**

Wunderkind Little Amadeus, Winfried Debertin (K)

Carnival of the Animals (1)

Peter and the Wolf, Ian Beck (2)

Recorder Adventures, John Jacobson (3)

Stomp Out Loud, Luke Cresswell and Steve McNicholas (4)

Music Around the World, Studentsavvy; Music Olympics, The Winter Games, Mark Burrows (5)

Pleased to Meet You: Biographies and Games About Composers, Jenny Vanpelt (6)

60 Music Quizzes for Theory and Reading, Jay Althouse (7)  
Creating an Original Opera, The Metropolitan Opera Guild (8)

## **Possible modifications for K-8 Music**

### **Special Education and 504 Students**

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act. .

#### **GENERAL MODIFICATIONS:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test question
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

#### **BEHAVIOR MODIFICATIONS:**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

## Students At Risk of School Failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

## English Language Learner Students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often

- Use lower level materials when appropriate

## Gifted and Talented Students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities