



**Totowa Public Schools**

**Music**

**Grade 5**

**Aligned to NJSL Standards**

**Revised and BOE Adopted: 8/31/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Introduction to American Popular Music	18 Weeks	
African American Music	18 Weeks	

<b>Unit Title</b>	Introduction to American Popular Music
<b>Unit Duration</b>	18 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 1 explores how the modern concept of popular music developed in the 1950s and 1960s in America. The unit will begin by considering how the birth of Rock and Roll influenced all aspects of culture and music during the time. The unit will also consider how the concept of the album developed as a modern art form that continues to drive popular music today. The unit will conclude with a performance of one song we studied from the 1950s or 1960s.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<p>What was the state of the country like after World War II when Rock and Roll became popular?</p> <p>How did Rock and Roll music influence other popular genres during the 1950s and 1960s?</p> <p>How did music from this time directly impact culture?</p> <p>What representative artists, songs, and albums defined music from these time periods?</p> <p>How did the concept of the album develop and become a dominant art form in popular music?</p> <p>Can you analyze musical notation and text, and explain an artist's intent as it relates to the time period.</p> <p>Can you perform significant repertoire from this time period with accurate technique and expression?</p>
<b>Enduring Understandings</b>	<p>The emergence of Rock and Roll and its impact on music and culture.</p> <p>How music and culture drastically changed during the 1950s and 1960s, and how they informed each other.</p> <p>Artists, songs, and albums that defined music of the time period.</p> <p>How the album developed and became a dominant art form in popular music.</p> <p>How to more deeply analyze musical notation and text, and explain an artist's intent as it relates to the time period.</p> <p>How to perform age-appropriate music from the 1950s and 1960s with technical and expressive accuracy.</p>

<b>Learning Outcomes</b>	<p>SWBAT explain the emergence of Rock and Roll and its impact on music and culture.</p> <p>SWBAT identify how music and culture drastically changed during the 1950s and 1960s, and how they informed each other.</p> <p>SWBAT identify artists, songs, and albums that defined music of the time period.</p> <p>SWBAT explain how the album developed and became a dominant art form in popular music.</p> <p>SWBAT analyze musical notation and text, and explain an artist's intent as it relates to the time period.</p> <p>SWBAT perform age-appropriate music from the 1950s and 1960s with technical and expressive accuracy.</p>
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<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance.
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances
<b>Alternative and Benchmark</b>	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>

<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	<p>Interactive SmartBoard</p> <p>Nations Night Video Recording</p> <p>Recorders</p> <p>Percussion Instruments</p> <p>Pianos</p> <p>Computers</p> <p>Logic Pro X</p> <p>Garage Band</p> <p>Chrome Music Lab</p> <p>Studio Recording Equipment</p> <p>Musical Scores</p> <p>Musical Recordings</p> <p>Digital Audio Workstations and related equipment</p> <p>Virtual and Software Instrument</p>

**Content & Interdisciplinary Standards**

**NJ 2020 SLS: Visual & Performing Art**

- 1.3A.5.Cr2a- Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 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.
- 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.
- 1.3A.5.Cr3b- Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.
- 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.
- 1.3A.5.Pr4c- Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d- Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e- Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a- Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a- Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b- 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).
- 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.
- 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.

1.3A.5.Cn10a- Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.5.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **Visual and Performing Art Practices**

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

### **NJ: 2016 SLS: English Language Arts**

RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **2020 SLS: Computer Science & Design Thinking**

### **NJSLS Performance Expectations**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

### **NJSLS Performance Expectations**

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).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

### **Interdisciplinary/21st Century Connections**

<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"><li>• Critical thinking</li><li>• Collaboration and Teamwork</li><li>• Problem Solving</li></ul>

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Unit Title</b>	African American Music
<b>Unit Duration</b>	18 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 2 studies the significant impact African Americans have had on American music and culture for centuries. The unit will focus on significant genres that African American musicians developed beginning at the time of slavery through the emergence of disco in the 1970s. The unit will consider how these styles have left a lasting imprint on American culture and popular music today. The unit will conclude with a performance of one song by an African American artist that we study.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<p>What significant music did enslaved people create while experiencing unimaginable hardship?</p> <p>What genres of music did Black musicians have a direct hand in creating through the emergence of disco in the 1970s?</p> <p>What artists and songs were integral in creating some of the most popular genres in America?</p> <p>How did African American music directly reflect the Black experience in American society?</p> <p>Why is it important to remember and celebrate the contribution of Black musicians, and other marginalized communities, in America?</p> <p>Can you perform vocal and instrumental works by an African American composer with technical and expressive accuracy?</p>
<b>Enduring Understandings</b>	<p>How enslaved people composed and performed music that we still celebrate today.</p> <p>The genres of music that Black musicians had a direct hand in creating through the emergence of disco in the 1970s.</p> <p>The artists and songs integral in creating some of the most popular genres in America.</p> <p>How African American music directly reflected the Black experience in American society.</p> <p>The importance of remembering and celebrating the contribution of Black musicians, and other marginalized communities, in America.</p>



	How to perform vocal and instrumental works by an African American composer with accurate technique and expression.
<b>Learning Outcomes</b>	<p>SWBAT explain how enslaved people composed and performed music that we still celebrate today.</p> <p>SWBAT identify genres of music that Black musicians had a direct hand in creating through the emergence of disco in the 1970s.</p> <p>SWBAT identify artists and songs integral in creating some of the most popular genres in America.</p> <p>SWBAT explain how African American music directly reflected the Black experience in American society.</p> <p>SWBAT explain the importance of remembering and celebrating the contribution of Black musicians, and other marginalized communities, in America.</p> <p>SWBAT perform vocal and instrumental works by an African American composer with accurate technique and expression.</p>
<b>Assessment Evidence</b>	
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Musical Scores  
Musical Recordings  
YouTube  
Digital Audio Workstations and related equipment  
Virtual and Software Instruments  
[Approved Class Resource List](#)

**Content & Interdisciplinary Standards**

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### NJSLS Performance Expectations (By the end of 5th Grade)

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**NJSLS Performance Expectations (By the end of 5th Grade)**

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**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

**Discipline**

**Interdisciplinary NJSLS Performance Expectations**

Social Studies

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students’ Individual Needs**

<p style="text-align: center;"><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p style="text-align: center;"><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p style="text-align: center;"><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p style="text-align: center;"><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p style="text-align: center;"><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>

**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.