

Performing Arts





KINDERGARTEN

Kindergarten - Marking Period 1				
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities	
<u>Dynamics</u>	A. Respond to	NJSLS: VPA	1. Explore a range	
Loud / Soft	characteristics of phrase form:	1.3A.2.Cr1a	of sound possibilities with	
	same and different	1.3A.2.Pr4a	voice, body percussion,	
<u>Tempo</u>	B. Respond to	1.3A.2.Pr5a	instruments, and	
Fast / slow	characteristics of	1.3A.2.Pr5b	environmental and electronic sound	
	rhythm: Beat (steady or not	1.3A.2.Pr5c	sources	
Articulation	steady)	1.3A.2.Pr5e	Engage in vocal exploration using	
Smooth and	C. Identify differences	1.3A.Pr6a	speaking, singing,	
connected Short and	between vocal	1.3A.Pr6b	calling and whispering	
detached	sounds: speaking, singing, shouting,	1.3A.2.Re7a	3. Develop pitch	
	whispering,	1.3A.2.Re7b	matching skills	
Rhythm	humming	1.3A.2.Re8a	4. Sing songs using	
Steady Beat	D. Move to show smooth and	1.3A.2.Re9a	loud and soft dynamics	
Same /	connected and short and	1.3A.2.Cn10a	5. Use body	
Different	detached sounds	1.3A.2.Cn11a	percussion and perform	
		NJSLS: ELA	movements to	
<u>Melody</u>		A.SL1	show steady beat and to show	
High / low		A.SL2	smooth and connected / short	



	A.SL4	and detached
Timbre:	A.L1	sounds
Vocal: Speak,	A.L2	
sing, shout, whisper	A.L4	
·	A.L5	
Singing	A.L6	
Memorize a	NJSLS: MATH	
repertoire of songs	K.MDA1	
representing	NJSLS: CSDT	
genres and styles from	8.1.2.AP.1	
diverse cultures	8.1.2.AP.4	
	NJSLS: CLKS	
	9.1.2.CR.1	
	9.4.2.CI.1	
	9.4.2.CT.1	
	9.4.2.CT.2	
	9.4.2.CT.3	
	9.4.2.GCA.1	
	9.4.2.TL.5	
	9.4.2.TL.6	
	9.4.2.TL.7	



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The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Form</u>	A. Improvise patterns	NJSLS: VPA	1. Explore a range of
Echo	using body percussion	1.3A.2.Cr1a	sound possibilities with voice, body
Call and	B. Respond to	1.3A.2.Pr4a	percussion,
response	characteristics of melodies: high /	1.3A.2.Pr5a	instruments, and environmental and electronic sound
	low pitches;	1.3A.2.Pr5b	sources
Melody Upward /	upward / downward melodic	1.3A.2.Pr5c	2. Engage in vocal
Downward	direction	1.3A.2.Pr5e	exploration using
Sol-mi patterns	C. Demonstrate appropriate	1.3A.Pr6a	descending and ascending
	audience behavior	1.3A.Pr6b	glissandi on vowel "oo"
<u>Timbre</u>	while observing classroom	1.3A.2.Re7a	3. Sing songs with
Body	performances	1.3A.2.Re7b	sol-mi solfege
percussion		1.3A.2.Re8a	patterns
Classroom percussion		1.3A.2.Re9a	4. Listen to recordings of
Nature		1.3A.2.Cn10a	animal sounds and match them
Sounds:		1.3A.2.Cn11a	to pictures
Animals		NJSLS: ELA	
Found Sounds:		A.SL1	
Kitchen sounds		A.SL2	
		A.SL4	
		A.L1	



A.L2
A.L4
A.L5
A.L6
NJSLS: MATH
K.MDA1
NJSLS: CSDT
8.1.2.AP.1
8.1.2.AP.4
NJSLS: CLKS
9.1.2.CR.1
9.4.2.Cl.1
9.4.2.CT.1
9.4.2.CT.2
9.4.2.CT.3
9.4.2.GCA.1
9.4.2.TL.5
9.4.2.TL.6
9.4.2.TL.7
9.4.2.CT.3 9.4.2.GCA.1 9.4.2.TL.5 9.4.2.TL.6



Kindergarten - Marking Period 3				
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities	
<u>Dynamics</u>	A. Create sound	NJSLS: VPA	1. Improvise sound	
Loud / soft	effects for stories, poems, and	1.3A.2.Cr1a	pieces to describe moods or images	
Getting louder	dramatizations	1.3A.2.Pr4a	2. Identify	
/ Getting softer	using body percussion and	1.3A.2.Pr5a	accompaniment / no accompaniment	
	classroom instruments	1.3A.2.Pr5b	3. Acquire a repertoire	
<u>Tempo</u>	B. Improvise simple	1.3A.2.Pr5c	of nonlocomotor	
Fast / slow	sound pieces for voices, body	1.3A.2.Pr5e	movements: pat, clap, stamp, bend,	
Getting faster	percussion,	1.3A.Pr6a	stretch, twist, shake	
/ getting slower	instruments, and environmental	1.3A.Pr6b	Perform nonlocomotor	
	sounds. Use	1.3A.2.Re7a	motions in finger	
Articulation	iconic notation to read and perform	1.3A.2.Re7b	play and action songs.	
	these pieces	1.3A.2.Re8a	5. Listen to music of	
Smooth and connected	C. Demonstrate appropriate	1.3A.2.Re9a	diverse cultures	
Short and	audience	1.3A.2.Cn10a	6. Perform and	
detached	behavior while observing	1.3A.2.Cn11a	improvise rhythmic ostinato	
	classroom	NJSLS: ELA	accompaniments	
Rhythm	performances	A.SL1		
Steady Beat		A.SL2		
Difference between		A.SL4		
200011		A.L1		



Rhythm and		A.L2	
Beat		A.L4	
		A.L4	
		A.L5	
Melody		A.L6	
High / low	1	NJSLS: MATH	
		K.MDA1	
<u>Timbre</u>	1	NJSLS: CSDT	
Nature sounds:		8.1.2.AP.1	
weather		8.1.2.AP.4	
Machine sounds		NJSLS: CLKS	
Sourius		9.1.2.CR.1	
Singing		9.4.2.CI.1	
Memorize a		9.4.2.CT.1	
repertoire of		9.4.2.CT.2	
songs representing		9.4.2.CT.3	
genres and styles from diverse		9.4.2.GCA.1	
cultures		9.4.2.TL.5	
		9.4.2.TL.6	
		9.4.2.TL.7	



Kindergarten - Marking	Period 4

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Duration</u>	A. Improvise sound	NJSLS: VPA	1. Explore a range of
Long and short sounds	pieces to describe moods	1.3A.2.Cr1a	sound possibilities with voice, body
	or images	1.3A.2.Pr4a	percussion, instruments, and
Longer / Shorter	B. Identify instrumental	1.3A.2.Pr5a	environmental and electronic sound
One sound per	sounds of	1.3A.2.Pr5b	sources
beat: q	classroom percussion	1.3A.2.Pr5c	2. Engage in vocal
Two sounds per	instruments,	1.3A.2.Pr5e	exploration using
beat: ry	keyboards, flute and trumpet	1.3A.Pr6a	descending and ascending
<u>Tempo</u>	C. Read iconic	1.3A.Pr6b	glissandi on vowel "oo"
Fast / slow	notation for melody and	1.3A.2.Re7a	3. Explore producing
	rhythm / Follow	1.3A.2.Re7b	head voice
Getting faster / getting slower	and create listening charts	1.3A.2.Re8a	sounds and sustaining tones
Changes in	D. Demonstrate	1.3A.2.Re9a	4. Sing melodic
tempo	appropriate audience	1.3A.2.Cn10a	echoes and dialogue songs
	behavior while	1.3A.2.Cn11a	
<u>Articulation</u>	observing classroom	NJSLS: ELA	5. Develop good diction through
Smooth and	performances	A.SL1	modeling
connected Short and	E. Discuss appropriate	A.SL2	6. Listen to music of diverse cultures
detached	audience	A.SL4	and styles
	behaviors	A.L1	7. Improvise introductions to



Rhythm	A.L2	songs, stories,
Beat / Rhythm /	A.L4	poems, and dramatizations,
Silent beat (Q)	A.L5	using patterns of
Patterns: combinations	A.L6	sound and movements.
including q ry Q	NJSLS: MATH	
	K.MDA1	
<u>Meter</u>	NJSLS: CSDT	
Strong and weak beat	8.1.2.AP.1	
weak beat	8.1.2.AP.4	
_	NJSLS: CLKS	
<u>Form</u>	9.1.2.CR.1	
Echo (imitation)	9.4.2.CI.1	
Call and		
Response	9.4.2.CT.1	
Introduction	9.4.2.CT.2	
	9.4.2.CT.3	
<u>Texture</u>	9.4.2.GCA.1	
Layers of sound	9.4.2.TL.5	
Thick/thin	9.4.2.TL.6	
	9.4.2.TL.7	



FIRST GRADE

First Grade - Marking Period 1			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u>	A. Compare and	NJSLS: VPA	1. Play melodic
Loud / Soft	contrast between sound and music	1.3A.2.Cr1a	patterns on instruments and
	that is loud or soft, fast or slow;	1.3A.2.Pr4a	with body percussion
<u>Tempo</u>	melodies that move	1.3A.2.Pr5a	
Fast / slow	upward or downward; high	1.3A.2.Pr5b	2. Engage in vocal exploration using speaking,
	tones and low tones	1.3A.2.Pr5c	singing, calling,
Mood		1.3A.2.Pr5e	and whispering
Variety of	B. Identify qualities of speech, singing,	1.3A.Pr6a	and descending and ascending
Moods	shouting, whispering	1.3A.Pr6b	glissandi
Timbre	C. Sing songs using	1.3A.2.Re7a	3. Repeat simple rhythmic and
	loud and soft	1.3A.2.Re7b	melodic patterns
Individual: sing, speak, shout,	dynamics D. Improvise simple	1.3A.2.Re8a	to accompany songs using
whisper	rhythms, using	1.3A.2.Re9a	body percussion and small
Body	sound and movements, in call-	1.3A.2.Cn10a	classroom
percussion	and-response form	1.3A.2.Cn11a	instruments
Environmental Sounds	E. Interpret icons	NJSLS: ELA	4. Perform creative movements
	representing beat / strong beat, long /	A.SL1	while exploring concepts of time:
Melodic Contours	short, and tempo	A.SL2	rhythm (pulse,
	and dynamic changes	A.SL4	beat, speed- time: rhythm,



High Tones	F. Interpret icons	A.L1	accent, and
and Low Tones	representing melodic motion	A.L2	duration)
Stepping Up		A.L4	5. Perform creative
Stepping Down	G. Respond to characteristics of		movements
	rhythm; steady	A.L5	while exploring concepts of
	beats, strong	A.L6	space: level (low,
Rhythm	beats, silent beats, long / short	NJSLS: MATH	middle, high); direction
Steady Beat vs. Rhythm	sounds, rhythm	1.MDA1	(forward, backward,
Same /	patterns	NJSLS: CSDT	sideways, up,
Different	H. Respond to characteristics of	8.1.2.AP.1	down); size (large or small);
q ry	melody: high / low pitches; upward /	8.1.2.AP.4	place-pathways
Phrase Form	downward	NJSLS: CLKS	(on the floor, in the air)
Echo	direction; melodic patterns	9.1.2.CR.1	6. Sing Echo songs
Call and Response	I. Compose using	9.4.2.CI.1	and Call and Response songs
	sound and movement,	9.4.2.CT.1	from diverse
<u>Texture</u>	backgrounds or	9.4.2.CT.2	cultures and styles
Clap, Tap, Pat	settings for poems, stories, songs, and	9.4.2.CT.3	
and Stomp	speech pieces	9.4.2.GCA.1	
		9.4.2.TL.5	
		9.4.2.TL.6	
		9.4.2.TL.7	



The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u>	A. Compare and	NJSLS: VPA	1. Play melodic
Getting louder	contrast between sound and music	1.3A.2.Cr1a	patterns on instruments and
/ Getting softer	that is loud or soft, fast or slow;	1.3A.2.Pr4a	with body percussion using
	melodies that	1.3A.2.Pr5a	dynamics and
<u>Tempo</u>	move upward or downward; high	1.3A.2.Pr5b	various tempos
Getting faster / Getting slower	tones and low tones	1.3A.2.Pr5c	2. Listen to music that suggest a
		1.3A.2.Pr5e	story or subject
<u>Mood</u>	B. Identify qualities of classroom	1.3A.Pr6a	Demonstrate appropriate
Variety of	instruments (pitched and	1.3A.Pr6b	audience behavior
Moods	nonpitched	1.3A.2.Re7a	while observing classroom
	instruments)	1.3A.2.Re7b	performances.
<u>Timbre</u>	C. Respond to characteristics of	1.3A.2.Re8a	Perform creative movements while
Individual: sing, speak,	phrase form	1.3A.2.Re9a	exploring
shout, whisper; Adult / Child	D. Improvise simple rhythms, using	1.3A.2.Cn10a	concepts of time: rhythm (pulse,
	sound and	1.3A.2.Cn11a	beat, speed-time:
Body percussion	movement, in call- and-response form	NJSLS: ELA	rhythm, accent, and duration)
Found sounds	E. Interpret icons	A.SL1	5. Perform creative
Classroom	representing beat / strong beat, long /	A.SL2	movements while exploring
percussion sounds / tone	short, and tempo	A.SL4	concepts of
qualities	and dynamic changes	A.L1	space: level (low, middle, high);



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	F. Interpret icons	A.L2	direction (forward,
Melodic Contours	representing melodic motion	A.L4	backward, sideways, up,
High Tones	G. Respond to	A.L5	down); size (large or small); place –
and Low Tones	characteristics of rhythm: steady	A.L6	pathways (on the
Stepping Up	beats, strong	NJSLS: MATH	floor, in the air)
Stepping	beats, silent beats, long / short	K.MDA1	6. Sing Echo songs and Call and
Down	sounds, rhythm patterns	NJSLS: CSDT	response songs from diverse
Low to High / High to Low	H. Respond to	8.1.2.AP.1	cultures and
g to 20W	characteristics of	8.1.2.AP.4	styles
<u>Rhythm</u>	melody: high/low pitches; upward /	NJSLS: CLKS	
	downward	9.1.2.CR.1	
Difference between	directions; melodic patterns	9.4.2.CI.1	
steady beat and rhythm	I. Composer using	9.4.2.CT.1	
Strong beat /	sound and movement,	9.4.2.CT.2	
Weak beat	backgrounds or	9.4.2.CT.3	
Sound and silence	settings for poems, stories,	9.4.2.GCA.1	
patterns	songs, and speech pieces	9.4.2.TL.5	
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	9.4.2.TL.6	
<u>Duration</u>		9.4.2.TL.7	
q ry			
Long / short sounds			



<u>Texture</u>		
Clap, Tap, Pat and Stomp		
One Sound / More than one Sound		

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
Mood	A. Sing a variety of	NJSLS: VPA	1. Play melodic
Variety of Moods	simple songs in various keys and	1.3A.2.Cr1a	patterns on instruments and
	meter, alone and with a group /	1.3A.2.Pr4a	with body percussion
<u>Articulation</u>	Memorize a	1.3A.2.Pr5a	2. Expand vocal
Legato / staccato	repertoire of songs	1.3A.2.Pr5b	range upward
	representing	1.3A.2.Pr5c	3. Expand
<u>Timbre</u>	genres and styles from diverse	1.3A.2.Pr5e	instrumental sound
Various tone	cultures	1.3A.Pr6a	resources,
qualities produced by	B. Sing songs that explore high,	1.3A.Pr6b	playing each with appropriate
individuals and	middle, and low	1.3A.2.Re7a	technique
groups Adult / child	registers to develop head	1.3A.2.Re7b	4. Play instruments in combination
	voice sounds and	1.3A.2.Re8a	with each other.
Large and small ensembles	C. Incorporate expressive	1.3A.2.Re9a	Ensemble Playing



		elements into	1.3A.2.Cn10a	5. Perform creative
		playing		movements that
<u>Me</u>	lody		1.3A.2.Cn11a	express
	Steps, skips and	D. Respond to characteristics of	NJSLS: ELA	qualities in
	repeated pitches	rhythm: steady	A.SL1	music; fast / slow and
	Do pentatonic	beats, strong		changing
	•	beats, silent	A.SL2	tempos; loud /
		beats, long / short sounds, and	A.SL4	soft and
<u>Me</u>	<u>ter</u>	rhythmic patterns	A.L1	changing
	Meter in 2	through singing		dynamics
		and movement	A.L2	6. Describe mood
	Meter in 3	E. Respond to	A.L4	and style in a
		characteristics of	A.L5	variety of music
Rh	<u>ythm</u>	melody: high / low		7. Sing songs in
		pitches; upward /	A.L6	verse and
	Patterns using q ryQ	downward direction; melodic	NJSLS: MATH	refrain form
	Ty Q	patterns	K.MDA1	
		L Identify sounds of		
Se	ction Form	F. Identify sounds of nonpitched and	NJSLS: CSDT	
	Same/different	pitched	8.1.2.AP.1	
	sections	percussion	8.1.2.AP.4	
	Ougation / Amouse	instruments;		
	Question/Answer phrases	trombone, violin, flute, clarinet, and	NJSLS: CLKS	
	•	trumpet	9.1.2.CR.1	
	Long and short		9.4.2.Cl.1	
	phrases	G. Discuss appropriate		
	Introduction and	audience	9.4.2.CT.1	
	coda	behaviors	9.4.2.CT.2	
	Cumulative song		9.4.2.CT.3	
			3.4.2.01.3	
			9.4.2.GCA.1	
		l		



9.4.2.TL.5	
9.4.2.TL.6	
9.4.2.TL.7	
	9.4.2.TL.6



First Grade - Marking	Period 4		
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
Mood	A. Sing a variety of	NJSLS: VPA	1. Play melodic
Variety of Moods	simple songs in various keys and	1.3A.2.Cr1a	patterns on instruments and
	meter, alone and with a group /	1.3A.2.Pr4a	with body percussion
<u>Articulation</u>	Memorize a	1.3A.2.Pr5a	
Legato / staccato	repertoire of songs	1.3A.2.Pr5b	Practice basic repertoire of nonlocomotor
	representing	1.3A.2.Pr5c	movements in
<u>Timbre</u>	genres and styles from diverse	1.3A.2.Pr5e	finger plays and
Various tone	cultures	1.3A.Pr6a	action songs
qualities produced by	B. Sing songs that explore high,	1.3A.Pr6b	3. Develop these alternating
individuals and groups	middle, and low registers to	1.3A.2.Re7a	patterns: pat- clap, pat-tap,
Adult / child	develop head	1.3A.2.Re7b	pat-stamp
Large and small	voice sounds and sustain tones	1.3A.2.Re8a	4. Practice basic
ensembles	C. Sing melodic	1.3A.2.Re9a	locomotor movements:
	patterns in echo	1.3A.2.Cn10a	walk, run, hop,
<u>Melody</u>	and call-and- response forms as	1.3A.2.Cn11a	jump, twirl; Develop
Steps, skips and	preparation for part singing	NJSLS: ELA	locomotor movements:
repeated pitches		A.SL1	skip, slide, leap,
Do pentatonic	D. Compose rhythmic and	A.SL2	gallop
•	melodic and movement	A.SL4	5. Incorporate expressive
<u>Meter</u>	patterns and use as	A.L1	elements into



Meter in 2	accompaniments	A.L2	playing and
Meter in 3	to songs and speech pieces	A.L4	singing
	E. Use tempo and	A.L5	6. Imitate and invent rhythmic
Rhythm	dynamic changes and contrasts in	A.L6	and melodic patterns,
Patterns using q	improvisations	NJSLS: MATH	individually and
ryQ	F. Improvise a	K.MDA1	in unison with others
Section Form	contrasting or B section in an AB	NJSLS: CSDT	7. Play elemental
Section Form	or ABA form,	8.1.2.AP.1	harmonies
Same/different sections	using sound and/or movement	8.1.2.AP.4	(simple bordun)
Question/Answer	G. Create	NJSLS: CLKS	
phrases	introduction for songs and speech	9.1.2.CR.1	
Long and short phrases	pieces, using	9.4.2.Cl.1	
Introduction and	sound and movement	9.4.2.CT.1	
coda	H. Follow and create	9.4.2.CT.2	
Cumulative song	listening charts	9.4.2.CT.3	
		9.4.2.GCA.1	
Texture & Harmony		9.4.2.TL.5	
Thick/thin		9.4.2.TL.6	
Ostinato		9.4.2.TL.7	
Bordun			

Second Grade - Marking Period 1



The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u>	A. Identify	NJSLS: VPA	1. Engage in vocal
Dynamics and marking including	characteristics of phrase for: same /	1.3A.2.Cr1a	exploration blending head
Forte and Piano	different; question / answer; repetition /	1.3A.2.Pr4a	and chest voice throughout the
	contrast	1.3A.2.Pr5a	vocal range to
<u>Tempo</u>	B. Identify and	1.3A.2.Pr5b	produce uniform tonal
Getting faster /	respond to Timbres:	1.3A.2.Pr5c	quality in each register
getting slower	Individual: Adult	1.3A.2.Pr5e	3.000
Tempo markings and fermata	Treble / Bass; child; Group: duet,	1.3A.Pr6a	2. Practice
	trio, quartet	1.3A.Pr6b	producing head voice sounds in
<u>Mood</u>	C. Read and perform iconic notation for	1.3A.2.Re7a	the upper register and
Variety of Moods	melodic direction:	1.3A.2.Re7b	sustaining
variety of Moods	upward / downward	1.3A.2.Re8a	tones
<u>Timbre</u>	D. Compose and	1.3A.2.Re9a	3. Expand vocal
Environmental	notate rhythmic patterns using	1.3A.2.Cn10a	range upward
sounds: Nature	q ry Q	1.3A.2.Cn11a	4. Play a steady
sounds, found sounds; machine		NJSLS: ELA	beat with strong
sounds	E. Compare and	A.SL1	and weak beats using bilateral
Individual: Adult treble, Adult	contrast the styles of two different	A.SL2	and alternating lateral motions
bass, and child	pieces	A.SL4	
Group: duet, trio,		A.L1	5. Practice basic
quartet, chorus		A.L2	locomotor movements



	A.L4	during singing
Melodic Contours	A.L5	games and circle dances
Melodic direction	A.L6	
Higher / lower	NJSLS: MATH	
Upward /	2.MDA1	
downward	NJSLS: CSDT	
	8.1.2.AP.1	
Rhythm	8.1.2.AP.4	
Steady beat	NJSLS: CLKS	
Beat vs. Rhythm	9.1.2.CR.1	
	9.4.2.CI.1	
<u>Duration</u>	9.4.2.CT.1	
Longer / Shorter	9.4.2.CT.2	
q ry Q	9.4.2.CT.3	
	9.4.2.GCA.1	
Phrase Form	9.4.2.TL.5	
Same / Different	9.4.2.TL.6	
Question / Answer	9.4.2.TL.7	
Repetition / Contrast		
Texture / Harmony		



Accompaniment / No accompaniment Layers of Sound Second Grade - Mark The Student will Learn	ing Period 2 Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u>	A. Compose songs	NJSLS: VPA	1. Sing melodic
Dynamics and marking including Forte and Piano	and accompaniments with rhythms that contain D.C. al	1.3A.2.Cr1a 1.3A.2.Pr4a	patterns in echo and call-and- response forms
<u>Tempo</u>	coda section	1.3A.2.Pr5a	
Getting faster /	B. Improvise	1.3A.2.Pr5b	2. Perform speech pieces in canon
getting slower	percussion and	1.3A.2.Pr5c	
Tempos marking and fermata	melodic accompaniments	1.3A.2.Pr5e	3. Sing simple drones and
Mood	to songs using	1.3A.Pr6a	melodic ostinatos
Variety of Moods	rhythmic and melodic motives	1.3A.Pr6b	
Timbre	C. Perceive and	1.3A.2.Re7a	Play melodic patterns to
	respond to	1.3A.2.Re7b	accompany
Environmental sounds: Nature	articulation changes (legato	1.3A.2.Re8a	songs (ostinatos,
sounds; found sounds; machine	and staccato)	1.3A.2.Re9a	melodic
sounds	D. Read iconic and	1.3A.2.Cn10a	fragments)
Various tone	regular notation	1.3A.2.Cn11a	5. Play elemental
qualities produced by	for durations including q ry Q h dffg ; Meters including: @4 #4;	NJSLS: ELA A.SL1	harmonies (simple bordun, moving bordun,



individuals and	Invent systems	A.SL2	crossover
groups	for notating musical ideas	A.SL4	bordun)
Individual: Adult: Treble / Bass;		A.L1	6. Play
Child		A.L2	instruments in groups
Group: duet, trio,		A.L4	(ensemble)
quartet, chorus		A.L5	
Melodic Contours		A.L6	7. Memorize a repertoire of
Melodic direction		NJSLS: MATH	songs
Higher / Lower		2.MDA1	representing genres and
Upward / Downward		NJSLS: CSDT	styles from diverse cultures
Rhythm		8.1.2.AP.1	diverse cultures
Kiiyaiiii			
Steady beat		8.1.2.AP.4	
Difference		NJSLS: CLKS	
between beat / rhythm		9.1.2.CR.1	
<u>Duration</u>		9.4.2.CI.1	
Longer / Shorter		9.4.2.CT.1	
q ry Q		9.4.2.CT.2	
Phrase Form		9.4.2.CT.3	
Same / different		9.4.2.GCA.1	
phrases		9.4.2.TL.5	
Question /		9.4.2.TL.6	
Answer phrase		9.4.2.TL.7	
		1	1



Repetition / contrast		
Texture / Harmony		
Accompaniment / No Accompaniment		
Layers of sound		



Second Grade - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u>	A. Compose songs	NJSLS: VPA	1. Respond to
Crescendo / Decrescendo	and accompaniments	1.3A.2.Cr1a	expressive qualities in
	with rhythms that contain ABA form.	1.3A.2.Pr4a	music: fast, slow, and changing
Sudden changes		1.3A.2.Pr5a	tempos; loud,
(subito)	B. Improvise percussion and	1.3A.2.Pr5b	soft and changing
<u>Tempo</u>	melodic	1.3A.2.Pr5c	dynamics
Changes in tempo	accompaniments to songs	1.3A.2.Pr5e	2. Play and sing
		1.3A.Pr6a	songs that
Phrase Form Solo / Chorus	C. Find and sing the Tonal center of a	1.3A.Pr6b	contain steps, skips and
	song	1.3A.2.Re7a	repeated notes
Call and Response	D. Recognize and	1.3A.2.Re7b	3. Describe mood
Introduction and	respond to steps, skips, and	1.3A.2.Re8a	and style in a
Coda	repeated pitches in	1.3A.2.Re9a	variety of music
Cumulative Song	a score	1.3A.2.Cn10a	4. Improvise
Section Form		1.3A.2.Cn11a	melodic phrases using the
D.C. al fine		NJSLS: ELA	pentatonic scale
(ABA)		A.SL1	E Cina a variation
Melody		A.SL2	5. Sing a variety of simple songs in
Steps, skips and repeated		A.SL4	various keys and meters, alone
pitches		A.L1	and with a group,



Tonal center	A.L2	responding to
Pentatonic	A.L4	cues from a conductor
	A.L5	
	A.L6	6. Play instruments in groups
	NJSLS: MATH	(ensemble)
	2.MDA1	
	NJSLS: CSDT	
	8.1.2.AP.1	
	8.1.2.AP.4	
	NJSLS: CLKS	
	9.1.2.CR.1	
	9.4.2.CI.1	
	9.4.2.CT.1	
	9.4.2.CT.2	
	9.4.2.CT.3	
	9.4.2.GCA.1	
	9.4.2.TL.5	
	9.4.2.TL.6	
	9.4.2.TL.7	



Second Grade -	Marking	Period 4
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Second Grade - Marking Period 4			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
Melody	A. Compose and	NJSLS: VPA	1. Perceive and
Pentatonic pitch patterns	notate rhythmic and melodic	1.3A.2.Cr1a	respond to articulation
μαιιστιίδ	ostinato accompaniments	1.3A.2.Pr4a	changes (<i>legato</i> and <i>staccato</i>)
	to pentatonic	1.3A.2.Pr5a	
Instrumental Timbre	melodies and ties in the rhythm using	1.3A.2.Pr5b	Play and sing songs that
Group: large and	classroom instruments or	1.3A.2.Pr5c	contain steps,
small ensembles	technology	1.3A.2.Pr5e	skips and repeated notes
Families: strings, percussion,	resources	1.3A.Pr6a	
winds	B. Perform line and	1.3A.Pr6b	3. Listen to and identify music of
Instrumentation from diverse	folk dances	1.3A.2.Re7a	diverse cultures
cultures	C. Recognize and respond to steps,	1.3A.2.Re7b	and styles
	skips, and	1.3A.2.Re8a	4. Sing a variety of
Singing	repeated pitches in	1.3A.2.Re9a	simple songs in
Sing in complete	a score	1.3A.2.Cn10a	various keys and meters,
phrases with energy and		1.3A.2.Cn11a	alone and with a group,
direction		NJSLS: ELA	responding to
Sing ritardando		A.SL1	cues from a conductor
following a conductor		A.SL2	
		A.SL4	5. Play instruments in
Rhythm		A.L1	groups (ensemble)

Tie	A.L2	
	A.L4	
Moving	A.L5	
Basic patterned	A.L6	
locomotor movements; line	NJSLS: MATH	
and folk dances	2.MDA1	
	NJSLS: CSDT	
	8.1.2.AP.1	
	8.1.2.AP.4	
	NJSLS: CLKS	
	9.1.2.CR.1	
	9.4.2.CI.1	
	9.4.2.CT.1	
	9.4.2.CT.2	
	9.4.2.CT.3	
	9.4.2.GCA.1	
	9.4.2.TL.5	
	9.4.2.TL.6	
	9.4.2.TL.7	

Third Grade - Marking Period 1			
The Student will	Objective / SWBAT:	Curriculum	Suggested
Learn		Standards	Activities



<u>Melody</u>	A. Analyze and	NJSLS: VPA	1. Analyze and
Dynamics and	describe how	1.3A.5.Cr1a	describe how
Dynamics and dynamic	tempo, dynamic,	1.3A.3.011a	tempo, dynamic,
markings	and timbre affect	1.3A.5.Pr4a	and timbre affect
including <i>piano</i> ,	the mood of a	404555	the mood of a
forte, crescendo /	piece.	1.3A.5.Pr5a	piece
decrescendo,		1.3A.5.Pr5b	
sudden changes	B. Identify music of		2. Identify music of
(subito), mezzo,	diverse cultures	1.3A.5.Pr5c	diverse cultures
pianissimo,	and styles.	1.3A.5.Pr5e	and styles
fortissimo		1.3A.3.F136	,
707110011710	C. Identify chord	1.3A.5.Pr6a	
	changes in two-	404500	3. Identify chord
<u>Tempo</u>	chord songs and	1.3A.5.Pr6b	changes in two-
<u>rempo</u>	sing the bass	1.3A.5.Re7a	chord songs and
Tempos and	note for each as		sing the bass note
tempo markings	accompaniment	1.3A.5.Re7b	for each as
including	to classroom	1.3A.5.Re8a	accompaniment to
accelerando,	singing and	1.5A.5.11668	classroom singing and playing of
ritardando,	playing of	1.3A.5.Re9a	instruments.
allegro,	instruments.	4 0 4 5 0 4 0	mstruments.
moderato,		1.3A.5.Cn10a	
adagio	D. Expand vocal	1.3A.5.Cn11a	4. Expand vocal
	range upward		range upward
		NJSLS: ELA	
Articulation	E. Demonstrate	A.SL1	5. Demonstrate
A (' L ('	correct breathing	7021	correct breathing
Articulation as an	technique	A.SL2	technique.
expressive	'	A.SL4	1
choice	F. Sing with good	A.SL4	0.00
	sitting and	A.L1	6. Sing with good
	standing postures		sitting and
<u>Meter</u>	starioning postures	A.L2	standing postures
	C Sing a variation of	A.L4	
	G. Sing a variety of	- ·	
	simple songs in	A.L5	
	various keys and		



Motor in 2, 2	motoro olono	A 1 C	
Meter in 2, 3, and 4 time	meters, alone	A.L6	
signatures	and with a group, responding to	NJSLS: MATH	
	cues from a conductor	3.OA.A.1	
Section Form		3.OA.A.3	
First and second		3.OA.C.7	
endings		NJSLS: CSDT	
D.S. al fine		8.1.5.IC.1	
Rondo Form		8.1.5.DA.1	
		8.1.5.DA.5	
<u>Timbre</u>		8.1.8.AP.4	
Instrumentation from diverse		NJSLS: CLKS	
cultures		9.1.5.CR.1	
		9.2.5.CAP.1	
Repertoire		9.2.5.CAP.2	
Songs		9.2.5.CAP.3	
representing genres and		9.2.5.CAP.4	
styles from		9.2.5.CAP.5	
diverse cultures		9.2.5.CAP.8	
		9.4.5.CI.1	
		9.4.5.Cl.2	
		9.4.5.Cl.3	
		9.4.5.Cl.4	
		9.4.5.CT.1	

9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5

Third Grade -	Marking	Period 2
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The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
Dynamics Dynamic contrasts	A. Sing complete phrases using correct breathing	NJSLS: VPA 1.3A.5.Cr1a	Sing complete phrases sing correct breathing
Dynamics as an expressive choice	techniques B. Distinguish	1.3A.5.Pr4a 1.3A.5.Pr5a	techniques
·	between major and minor tonality	1.3A.5.Pr5b 1.3A.5.Pr5c	Distinguish between major and minor tonality
Tempo Changes in tempo	C. Perceive and respond to	1.3A.5.Pr5e	3. Perceive and respond to
Tempo as an expressive choice	articulation changes (legato and staccato)	1.3A.5.Pr6a 1.3A.5.Pr6b	articulation changes (legato
	,	1.3A.5.Re7a	and staccato)

Combinations including: q, ry, Q, h, dffg, H, W, w, h., eqe Form D.C. al fine (ABA) Eorm D.C. al fine (ABA) Eorm D.C. al fine (ABA) D.C. al fine (ABA) Feyler regular notation for durations including q ry Q h and dffg; Meters including @4 and #4 Mysls: ELA A.SL1 A.SL2 A.SL4 A.L1 A.L2 A.L4 A.L5 A.L6 Nysls: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 Nysls: CSDT 8.1.5.DA.5 8.1.5.DA.5 8.1.5.DA.5 8.1.5.DA.5	Duration & Dhythm	D. Read iconic and	1.3A.5.Re7b	4. Read iconic and
Combinations including: q, ry, Q, h, dffg, H, W, w, h., eqe Form D.C. al fine (ABA) Form D.C. al fine (ABA) Repertoire Songs representing genres and styles from diverse cultures Form diverse Cultures Songs representing genres and styles from diverse cultures D.C. al fine (ABA) A.S.L and #4 A.S.L a	Duration & Rhythm		1.3A.3.Re7b	
Q, h, dffg, H, W, w, h., eqe In and dffg; Meters including @4 and #4 Porm D.C. al fine (ABA) Repertoire Songs representing genres and styles from diverse cultures NJSLS: MATH 3.OA.A.1 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.5 Meters including @4 and #4 MISA.5.Re9a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Re9a Meters including @4 and #4 AL1 A.SL2 A.L1 A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1		_	1.3A.5.Re8a	durations including q ry Q h and dffg;
Meters including @4 and #4 Form D.C. al fine (ABA) Repertoire Songs representing genres and styles from diverse cultures A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.DA.5			1.3A.5.Re9a	
Form D.C. al fine (ABA) A.SL1 A.SL2 Repertoire Songs representing genres and styles from diverse cultures A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.DA.1 8.1.5.DA.5	W, w, h., eqe	Meters including	1.3A.5.Cn10a	
D.C. al fine (ABA) A.SL1 A.SL2 Repertoire Songs representing genres and styles from diverse cultures A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.DA.1 8.1.5.DA.5		@4 and #4	1.3A.5.Cn11a	
Repertoire Songs representing genres and styles from diverse cultures A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5	<u>Form</u>		NJSLS: ELA	
Repertoire Songs representing genres and styles from diverse cultures A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.DA.1 8.1.5.DA.5	D.C. al fine (ABA)		A.SL1	
Songs representing genres and styles from diverse cultures A.L1 A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			A.SL2	
representing genres and styles from diverse cultures A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5	Repertoire		A.SL4	
genres and styles from diverse cultures A.L2 A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			A.L1	
A.L4 A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5	-		A.L2	
A.L5 A.L6 NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			A.L4	
NJSLS: MATH 3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5	Contain Co		A.L5	
3.OA.A.1 3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			A.L6	
3.OA.A.3 3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			NJSLS: MATH	
3.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			3.OA.A.1	
NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			3.OA.A.3	
8.1.5.IC.1 8.1.5.DA.1 8.1.5.DA.5			3.OA.C.7	
8.1.5.DA.1 8.1.5.DA.5			NJSLS: CSDT	
8.1.5.DA.5			8.1.5.IC.1	
			8.1.5.DA.1	
8.1.8.AP.4			8.1.5.DA.5	
			8.1.8.AP.4	

NJSLS: CLKS	
9.1.5.CR.1	
9.2.5.CAP.1	
9.2.5.CAP.2	
9.2.5.CAP.3	
9.2.5.CAP.4	
9.2.5.CAP.5	
9.2.5.CAP.8	
9.4.5.CI.1	
9.4.5.Cl.2	
9.4.5.Cl.3	
9.4.5.Cl.4	
9.4.5.CT.1	
9.4.5.CT.4	
9.4.5.DC.4	
9.4.5.GCA.1	
9.4.5.IML.2	
9.4.5.IML.3	
9.4.5.IML.6	
9.4.5.IML.7	
9.4.5.TL.4	
9.4.5.TL.5	



Third Grade - Mark	·	- Therefore	
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Articulation</u>	A. Compose songs	NJSLS: VPA	1. Play melodic
Articulation as	and accompaniments	1.3A.5.Cr1a	patterns on instruments and
an expressive choice	with rhythms that	1.3A.5.Pr4a	with body percussion using
	coda	1.3A.5.Pr5a	dynamics and
Rhythm	B. Improvise	1.3A.5.Pr5b	various tempos
Even and	percussion and	1.3A.5.Pr5c	2. Listen to music
uneven rhythm patterns	melodic accompaniments to	1.3A.5.Pr5e	that suggests a story or subject
(dotted notes)	songs	1.3A.5.Pr6a	Story or subject
	C. Perceive and	1.3A.5.Pr6b	3. Demonstrate
Section Form	respond to	1.3A.5.Re7a	appropriate audience behavior
First and	articulation changes (legato and staccato)	1.3A.5.Re7b	while observing classroom
second endings	D. Dood isonic and	1.3A.5.Re8a	performances
D.S. al fine	D. Read iconic and regular notation for	1.3A.5.Re9a	
D.O. al line	durations including q ry Q h and dffg;	1.3A.5.Cn10a	4. Perform creative movements while
<u>Melody</u>	Meters including @4	1.3A.5.Cn11a	exploring concepts
Tonal center	and #4	NJSLS: ELA	of time: rhythm (pulse, beat, speed-time: rhythm, accent, and duration)
Major / minor	E. Invent systems for notation musical ideas	A.SL1	
		A.SL2	
<u>Harmony</u>		A.SL4	5. Perform creative
Chord roots		A.L1	movements while exploring concepts



		A.L2	of space: level
		A.LZ	
Singing		A.L4	(low, middle, high); direction
Octave singing		A.L5	(forward, backward,
		A.L6	sideways, up,
		NJSLS: MATH	down); size (large or small); place –
		3.OA.A.1	pathways (on the floor, in the air)
		3.OA.A.3	noor, in the air)
		3.OA.C.7	6. Sing Echo songs
		NJSLS: CSDT	and Call and Response songs from diverse cultures and styles
		8.1.5.IC.1	
		8.1.5.DA.1	
		8.1.5.DA.5	
		8.1.8.AP.4	
		NJSLS: CLKS	
		9.1.5.CR.1	
		9.2.5.CAP.1	
		9.2.5.CAP.2	
		9.2.5.CAP.3	
		9.2.5.CAP.4	
		9.2.5.CAP.5	
		9.2.5.CAP.8	
		9.4.5.CI.1	
		9.4.5.Cl.2	
	L	1	<u> </u>



9.4.5.Cl.3
9.4.5.CI.4
9.4.5.CT.1
9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5



The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>imbre</u>	A. Sing echo	NJSLS: VPA	1. Sing a variety of
Families: strings, percussion,	songs, melodic ostinatos, partner	1.3A.5.Cr1a	songs in various keys and meters
winds, and	songs, rounds, countermelodies,	1.3A.5.Pr4a	alone and with a group, respondin
keyboard	descants and easy	1.3A.5.Pr5a	to cues from a
Instrumentation from different	2-part canons	1.3A.5.Pr5b	conductor
cultures	B. Distinguish	1.3A.5.Pr5c	2. Compose accompaniments in major and
	between Major and minor tonality	1.3A.5.Pr5e	
exture / Harmony		1.3A.5.Pr6a	minor, and
Harmony / no harmony	C. Use varying dynamics, tempo,	1.3A.5.Pr6b	dramatizations for
·	and articulation in	1.3A.5.Re7a	readings using a variety of sound
Unison/chordal harmony	compositions	1.3A.5.Re7b	sources and movements
Major / minor	D. Identify letter names for pitches	1.3A.5.Re8a	
Chord changes		1.3A.5.Re9a	3. Compose and
2-part singing		1.3A.5.Cn10a	notate two short rhythmic pieces
1 3 3		1.3A.5.Cn11a	that can be
<u>Repertoire</u>		NJSLS: ELA	performed together as
A memorized		A.SL1	partners
repertoire of songs		A.SL2	4. Practice identifyir
representing		A.SL4	instrumental
genres and		A.L1	timbres

styles fro diverse cultures	A.L2	5. Perform creative movements while
cultures	A.L4	exploring concepts
	A.L5	of energy; attack,
Melody	A.L6	weight, strength / tension, and flow
Letter names for pitches	NJSLS: MATH	
	3.OA.A.1	
	3.OA.A.3	
	3.OA.C.7	
	NJSLS: CSDT	
	8.1.5.IC.1	
	8.1.5.DA.1	
	8.1.5.DA.5	
	8.1.8.AP.4	
	NJSLS: CLKS	
	9.1.5.CR.1	
	9.2.5.CAP.1	
	9.2.5.CAP.2	
	9.2.5.CAP.3	
	9.2.5.CAP.4	
	9.2.5.CAP.5	
	9.2.5.CAP.8	
	9.4.5.Cl.1	
	9.4.5.Cl.2	
	<u> </u>	

9.4.5.Cl.3
9.4.5.Cl.4
9.4.5.CT.1
9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5

Fourth Grade - Marking Period 1

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Tempo</u>	A. Sing with	NJSLS: VPA	1. Play melodic
Tempos and	sensitivity to blend in a group	1.3A.5.Cr1a	patterns on instruments with
tempo markings including	or choral ensemble,	1.3A.5.Pr4a	body percussion using dynamics
accelerando,	responding to	1.3A.5.Pr5a	and various
presto, andante, subito	cues from a conductor, a	1.3A.5.Pr5b	tempos.
<u>Duration</u>	repertoire of	1.3A.5.Pr5c	2. Listen to music
Tie	music from various genres and cultures.	1.3A.5.Pr5e	that suggests a story or subject



ry, Q, h, dffg,		1.3A.5.Pr6a	
H, W, w, h.,	B. Demonstrate	1.3A.5.Pr6b	3. Demonstrate
eq, e dgy, rdg, q.e, eq.	blending chest and head voice	1.3A.5.Re7a	appropriate audience behavior
Melody	throughout the vocal range to	1.3A.5.Re7b	while observing classroom
Melodic imitation	produce uniform	1.3A.5.Re8a	performances
Melodic sequence	tonal quality in each register	1.3A.5.Re9a	4. Perform creative
Melodic contour	C. Create and	1.3A.5.Cn10a	movements while
	notate a	1.3A.5.Cn11a	exploring concepts of time: rhythm
Timbre Individual:	pentatonic melody using	NJSLS: ELA	(pulse, beat, tempo, rhythm,
Soprano, alto,	various articulations and	A.SL1	accent, and
tenor, bass	dotted rhythms /	A.SL2	duration)
Vocal blend	eighth and sixteenth note	A.SL4	5. Perform creative
Large and small ensembles	combinations	A.L1	movements while exploring concepts
Various tone	D. Compare and	A.L2	of space: level
qualities	describe the	A.L4	(low, middle, high); direction (forward,
produced by individual	elements of style in two contrasting	A.L5	backward,
instruments and groups of	pieces	A.L6	sideways, up down); size (large
instruments		NJSLS: MATH	or small); place – pathways (on the
<u>Articulation</u>		4.OA.A.1	floor, in the air)
Articulations and		4.OA.A.3	
articulation markings		4.OA.C.7	6. Sing echo songs and call and
including legato / staccato,		NJSLS: CSDT	response songs from diverse
,		8.1.5.IC.1	cultures and styles



accents, slurs,	8.1.5.DA.1
marcato	8.1.5.DA.5
	8.1.8.AP.4
	NJSLS: CLKS
	9.1.5.CR.1
	9.2.5.CAP.1
	9.2.5.CAP.2
	9.2.5.CAP.3
	9.2.5.CAP.4
	9.2.5.CAP.5
	9.2.5.CAP.8
	9.4.5.CI.1
	9.4.5.CI.2
	9.4.5.CI.3
	9.4.5.CI.4
	9.4.5.CT.1
	9.4.5.CT.4
	9.4.5.DC.4
	9.4.5.GCA.1
	9.4.5.IML.2
	9.4.5.IML.3
	9.4.5.IML.6
	9.4.5.IML.7



	9.4.5.TL.4	
	9.4.5.TL.5	

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
Meter	A. Sing an a	NJSLS: VPA	1. Listen and
Meter in 2 and @4 time signature	capella song, 2- part songs and	1.3A.5.Cr1a	respond to choral works
· ·	2-part canons	1.3A.5.Pr4a	
Meter in 3 and #4 time signature	B. Demonstrate correct	1.3A.5.Pr5a	Practice distinguishing
Meter in 4 and \$4	production of pure (and	1.3A.5.Pr5b	between Major,
time signature	uniform) vowels /	1.3A.5.Pr5c	minor, diminished and augmented
Meter in ^8	articulation for	1.3A.5.Pr5e	chords
	voiced and unvoiced	1.3A.5.Pr6a	3. Listen to or watch
Phrase form	consonants	1.3A.5.Pr6b	and respond to
Introduction, interlude, and	C. Sing harmonic endings to songs	1.3A.5.Re7a	performances of opera, musical
coda	in preparation for	1.3A.5.Re7b	theater,
Cumulative song	singing parallel harmonies	1.3A.5.Re8a	symphonies, and piano preludes
Ballad	D. Create and	1.3A.5.Re9a	
	notate a melody using various	1.3A.5.Cn10a	Practice a cappella singing
Composite Form	articulations and dotted rhythms /	1.3A.5.Cn11a	5. Create and
Opera, operetta,	eighth and	NJSLS: ELA	perform speech,
musical theater,	sixteenth note combination	A.SL1	rhythm and



piano prelude,	patterns and	A.SL2	movement
symphony	melodic	A.SL4	canons
	sequences	A.L1	
<u>Timbre</u>		A.L2	
A Capella Singing			
<u>Texture</u>		A.L4	
2-part singing		A.L5	
		A.L6	
Countermelodies and descants		NJSLS: MATH	
Rounds and		4.OA.A.1	
canons		4.OA.A.3	
Chordal		4.OA.C.7	
accompaniments		NJSLS: CSDT	
		8.1.5.IC.1	
		8.1.5.DA.1	
		8.1.5.DA.5	
		8.1.8.AP.4	
		NJSLS: CLKS	
		9.1.5.CR.1	
		9.2.5.CAP.1	
		9.2.5.CAP.2	
		9.2.5.CAP.3	
		9.2.5.CAP.4	
		9.2.5.CAP.5	



9.2.5.CAP.8
9.4.5.CI.1
9.4.5.Cl.2
9.4.5.Cl.3
9.4.5.Cl.4
9.4.5.CT.1
9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5



Fourth Grade - Marking Period 3			
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
Melody	A. Analyze and	NJSLS: VPA	1. Sing a variety of
Steps, skips and repeated pitches	describe differences between	1.3A.5.Cr1a 1.3A.5.Pr4a	songs that use major and minor melodic patterns
Intervals: unison, octave, third	orchestra and band sounds	1.3A.5.Pr5a	2. Practice
Pitch letter	P. Analyza	1.3A.5.Pr5b	recognizing
names	B. Analyze standard	1.3A.5.Pr5c	intervals
Whole steps and half steps	chamber and orchestra music	1.3A.5.Pr5e	3. Read through
Scales:		1.3A.5.Pr6a	music containing steps, skips, and
pentatonic,	C. Compare the elements of style	1.3A.5.Pr6b	repeated notes in major and minor
major, and minor	between two contrasting	1.3A.5.Re7a	major and minor
	pieces	1.3A.5.Re7b	4. Worksheets to
<u>Timbre</u>	D. Read and	1.3A.5.Re8a	practice letter names of notes
Group: large and small ensembles	recognize	1.3A.5.Re9a	
including orchestra,	solfege patterns in music and	1.3A.5.Cn10a	5. Sing major, minor and pentatonic
concert band,	intervals	1.3A.5.Cn11a	scales
jarocho,	E Dietie weiek	NJSLS: ELA	
gamelan, symphony	E. Distinguish between major	A.SL1	6. Develop patterns of locomotor
orchestra	and minor	A.SL2	movements: social
		A.SL4	and popular (or contemporary)
Reading / Notating		A.L1	dances



Solfege patterns,	A.L2	
major and minor	A.L4	
	A.L5	
	A.L6	
	NJSLS: MATH	
	4.OA.A.1	
	4.OA.A.3	
	4.OA.C.7	
	NJSLS: CSDT	
	8.1.5.IC.1	
	8.1.5.DA.1	
	8.1.5.DA.5	
	8.1.8.AP.4	
	NJSLS: CLKS	
	9.1.5.CR.1	
	9.2.5.CAP.1	
	9.2.5.CAP.2	
	9.2.5.CAP.3	
	9.2.5.CAP.4	
	9.2.5.CAP.5	
	9.2.5.CAP.8	
	9.4.5.CI.1	
	9.4.5.Cl.2	



	9.4.5.Cl.3	
	9.4.5.Cl.4	
	9.4.5.CT.1	
	9.4.5.CT.4	
	9.4.5.DC.4	
	9.4.5.GCA.1	
	9.4.5.IML.2	
	9.4.5.IML.3	
	9.4.5.IML.6	
	9.4.5.IML.7	
	9.4.5.TL.4	
	9.4.5.TL.5	



Fourth Grade - Marking Period 4				
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities	
Texture and	A. Improvise using	NJSLS: VPA	1. Develop these	
<u>Harmony</u>	sequences /	1.3A.5.Cr1a	alternating	
Monophonic, homophonic,	melodies in major and minor	1.3A.5.Pr4a	patterns: Alternating snap,	
polyphonic textures	B. Analyze and	1.3A.5.Pr5a	stamp-pat-clap	
Unison/Chordal	describe how tempo, dynamics,	1.3A.5.Pr5b	2. Identify families of	
Harmony	and timbre affect	1.3A.5.Pr5c	instruments from diverse cultures	
Chord changes	the mood of a piece	1.3A.5.Pr5e		
Harmony in thirds	p.ccc	1.3A.5.Pr6a	3. Listen to performances of	
and sixths	C. Distinguish between and	1.3A.5.Pr6b	choral music and	
Harmonic styles including: Parallel	respond to	1.3A.5.Re7a	instrumental music containing	
and contrary	monophonic, homophonic, and	1.3A.5.Re7b	monophonic, polyphonic and	
motion	polyphonic textures in choral	1.3A.5.Re8a	homophonic	
Cinaina	performances	1.3A.5.Re9a	textures	
Singing	and instrumental pieces.	1.3A.5.Cn10a	4. Compose sound	
Intonation: Develop correct	D 11 //	1.3A.5.Cn11a	pieces and music to accompany	
intonation, singing extended	D. Identify and sing intervals of	NJSLS: ELA	movement poetry,	
pentatonic	unison, second, third, and octave	A.SL1	and storytelling using a variety of	
patterns and scales / sing half	tillia, alla octave	A.SL2	media, including	
steps in tune		A.SL4	technology sources	
		A.L1		
	i	1	i	



Identify and sing intervals Develop legato singing	A.L2 A.L4 A.L5	
Form Theme and variations	A.L6 NJSLS: MATH 4.OA.A.1 4.OA.A.3 4.OA.C.7 NJSLS: CSDT 8.1.5.IC.1 8.1.5.DA.1	
	8.1.5.DA.5 8.1.8.AP.4 NJSLS: CLKS 9.1.5.CR.1 9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5 9.2.5.CAP.8 9.4.5.CI.1 9.4.5.CI.2	

9.4.5.Cl.3
9.4.5.Cl.4
9.4.5.CT.1
9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5

Fifth Grade - Marking Period 1

The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u>	A. Read and	NJSLS: VPA	Include offbeat
Dynamics and dynamic markings including piano, forte, crescendo / decrescendo, sudden changes (subito), mezzo, pianissimo, fortissimo	perform a repertoire of music including varying dynamics, tempos, articulations, with and without syncopation, and in various meters	1.3A.5.Cr1a 1.3A.5.Pr4a 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr5c 1.3A.5.Pr5c	rhythms in improvisations 2. Classroom percussion: Develop more extended instrumental pieces. Include opportunities for rhythmic and/or



<u>Tempo</u>	B. Analyze and	1.3A.5.Pr6a	melodic solos
Tempos and tempo markings	compare melodic structure in terms	1.3A.5.Pr6b	(composed or improvised)
including	of movement,	1.3A.5.Re7a	
allegretto, lento	contour, sequence	1.3A.5.Re7b	Compose music or movement
Tempo as an expressive/musical	phrase, cadence, and mode	1.3A.5.Re8a	theme and variations
choice		1.3A.5.Re9a	variations
	C. Respond to and show form in	1.3A.5.Cn10a	4. Listen to and
Articulation Articulations and	music	1.3A.5.Cn11a	analyze longer orchestral and
articulation		NJSLS: ELA	band forms
markings including legato, staccato,		A.SL1	
accents, various		A.SL2	
slurs, marcato		A.SL4	
Phrasing		A.L1	
Articulation as an expressive choice		A.L2	
CAPICOSINO CINCICO		A.L4	
Rhythm		A.L5	
Even and uneven		A.L6	
rhythm patterns		NJSLS: MATH	
(dotted rhythms(5.OA.A.1	
Syncopation		5.OA.A.3	
Matan		5.OA.C.7	
<u>Meter</u>		NJSLS: CSDT	
		8.1.5.IC.1	



Meter in 2, 3, 4	8.1.5.DA.1
and 5	8.1.5.DA.5
Meter in ^8	8.1.8.AP.4
<u>Melody</u>	NJSLS: CLKS
Intervals: unison, second, third,	9.1.5.CR.1
fourth, fifth, sixth,	9.2.5.CAP.1
seventh, octave	9.2.5.CAP.2
Pitch letter names	9.2.5.CAP.3
	9.2.5.CAP.4
	9.2.5.CAP.5
	9.2.5.CAP.8
	9.4.5.Cl.1
	9.4.5.Cl.2
	9.4.5.Cl.3
	9.4.5.Cl.4
	9.4.5.CT.1
	9.4.5.CT.4
	9.4.5.DC.4
	9.4.5.GCA.1
	9.4.5.IML.2
	9.4.5.IML.3
	9.4.5.IML.6
	9.4.5.IML.7



	every evaca, nevue	my excercence	
		9.4.5.TL.4	
		9.4.5.TL.5	
Fifth Grade - Marking	Period 2		
The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Form</u>	A. Read and	NJSLS: VPA	1. Improvise
Question / answer phrases	perform a repertoire of	1.3A.5.Cr1a	extended phrases in
	music including varying	1.3A.5.Pr4a	question/answer form, using
Repetition / contrast	dynamics,	1.3A.5.Pr5a	movement,
Solo / chorus	tempos, articulations, with	1.3A.5.Pr5b	rhythms, and melody
Call and response	and without	1.3A.5.Pr5c	
Introduction,	syncopation, and in various meters	1.3A.5.Pr5e	2. Provide opportunities for
Interlude, and coda		1.3A.5.Pr6a	individuals to
Ballad	B. Compose and arrange	1.3A.5.Pr6b	sing or play small pieces alone,
12-bar blues	accompaniments for songs,	1.3A.5.Re7a	demonstrating
Section forms including AB, ABA,	poems, stories, and dramas,	1.3A.5.Re7b	good technique and style.
AABA, ABACA,	using music and	1.3A.5.Re8a	
Theme and Variations	movement	1.3A.5.Re9a	3. Sing melodic ostinatos, partner
Opera, operetta,	C. Compose,	1.3A.5.Cn10a	songs, rounds, canons,
musical theater,	notate, and perform	1.3A.5.Cn11a	countermelodies,
pop maoie	melodies in	NJSLS: ELA	descants and 2- and 3-part songs
<u>Rhythm</u>	major, minor using various	A.SL1	
	media, including	A.SL2	

technology



Patterns:	A.SL4	
combinations of 2 and 3 in mixed	A.L1	
meter	A.L2	
	A.L4	
	A.L5	
	A.L6	
	NJSLS: MATH	
	5.OA.A.1	
	5.OA.A.3	
	5.OA.C.7	
	NJSLS: CSDT	
	8.1.5.IC.1	
	8.1.5.DA.1	
	8.1.5.DA.5	
	8.1.8.AP.4	
	NJSLS: CLKS	
	9.1.5.CR.1	
	9.2.5.CAP.1	
	9.2.5.CAP.2	
	9.2.5.CAP.3	
	9.2.5.CAP.4	
	9.2.5.CAP.5	
	9.2.5.CAP.8	
	0.2.0.0, 11.0	



9.4.5.CI.1
9.4.5.CI.2
9.4.5.CI.3
9.4.5.CI.4
9.4.5.CT.1
9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5



The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Form</u>	A. Improvise	NJSLS: VPA	1. Sing with
Pop music, March, Overture,	melodies using various scales	1.3A.5.Cr1a	sensitivity to blend in a group
Finale,		1.3A.5.Pr4a	or choral ensemble,
movement	B. Improvise melodies over	1.3A.5.Pr5a	responding to
Piano prelude	accompaniments, using I, IV, V	1.3A.5.Pr5b	cues form a conductor
	chords	1.3A.5.Pr5c	
<u>Timbre</u>	C. Distinguish	1.3A.5.Pr5e	2. Sing in parallel thirds and sixths
Individual	between major and minor D. Identify and analyze sectional, theme and	1.3A.5.Pr6a	
instruments		1.3A.5.Pr6b	3. Identify and
Group: large and small ensembles		1.3A.5.Re7a	respond to modulations
including orchestra,		1.3A.5.Re7b	within a piece
symphony orchestra, bands	variations, and rondo forms	1.3A.5.Re8a	4. Identify various
(marching,	Torido Torrito	1.3A.5.Re9a	instrumental
symphonic, dance, military,		1.3A.5.Cn10a	(large and small group) timbres
rock)		1.3A.5.Cn11a	
		NJSLS: ELA	5. Compose, notate and perform
Rhythm		A.SL1	compositions in
Patterns:		A.SL2	AB, ABA, and ABACA forms
combinations in compound meter		A.SL4	
including eighth note triplets,		A.L1	



1-44-14	A 1 0	
dotted quarter	A.L2	
and eighth notes, etc.	A.L4	
	A.L5	
<u>Melody</u>	A.L6	
Range and	NJSLS: MATH	
register	5.OA.A.1	
Ornamentation	5.OA.A.3	
Tonal Center	5.OA.C.7	
Scales:	NJSLS: CSDT	
pentatonic, major and minor,	8.1.5.IC.1	
changes of key (modulation)	8.1.5.DA.1	
(modulation)	8.1.5.DA.5	
	8.1.8.AP.4	
	NJSLS: CLKS	
	9.1.5.CR.1	
	9.2.5.CAP.1	
	9.2.5.CAP.2	
	9.2.5.CAP.3	
	9.2.5.CAP.4	
	9.2.5.CAP.5	
	9.2.5.CAP.8	
	9.4.5.Cl.1	
	9.4.5.Cl.2	



9.4.5.Cl.3
9.4.5.CI.4
9.4.5.CT.1
9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5



The Student will Learn	Objective / SWBAT:	Curriculum Standards	Suggested Activities
<u>Form</u>	A. Improvise	NJSLS: VPA	1. Improvise extended
Pop music, Symphony,	melodies using various scales:	1.3A.5.Cr1a	phrases in question/answer
Sonata-allegro,	major, minor, and modes	1.3A.5.Pr4a	form, using movement,
concerto		1.3A.5.Pr5a	rhythms, and
Timele me	B. Read melodic patterns and	1.3A.5.Pr5b	melody
<u>Timbre</u>	notate songs	1.3A.5.Pr5c	2. Provide
Individual instruments	using modes	1.3A.5.Pr5e	opportunities for individuals to sing
Group: large and	C. Distinguish	1.3A.5.Pr6a	or play small pieces
small ensembles	between major and minor	1.3A.5.Pr6b	alone, demonstrating good
including orchestra,		1.3A.5.Re7a	technique and style
symphony orchestra, bands	D. Identify and analyze	1.3A.5.Re7b	3. Sing melodic
(marching,	sectional, theme	1.3A.5.Re8a	ostinatos, partner
symphonic, dance, military,	and variations, and rondo form	1.3A.5.Re9a	songs, rounds, canons,
rock	E Identifi.	1.3A.5.Cn10a	countermelodies,
	E. Identify complete	1.3A.5.Cn11a	descants and 2- and 3-part songs
<u>Texture &</u> Harmony	sections from longer musical	NJSLS: ELA	
	forms	A.SL1	
Organum, parallel and contrary		A.SL2	
motion, countermelodies		A.SL4	
countermelodies		A.L1	



	A.L2	
<u>Melody</u>	A.L4	
Melodic imitation	A.L5	
Melodic	A.L6	
sequence	NJSLS: MATH	
Melodic contour	5.OA.A.1	
Aeolian, Dorian, Mixolydian	5.OA.A.3	
Diatonic pitch	5.OA.C.7	
patterns in natural minor,	NJSLS: CSDT	
melodic minor,	8.1.5.IC.1	
Dorian mode, and Mixolydian	8.1.5.DA.1	
mode	8.1.5.DA.5	
	8.1.8.AP.4	
<u>Singing</u>	NJSLS: CLKS	
Diction: develop	9.1.5.CR.1	
correct articulation of	9.2.5.CAP.1	
diphthongs Apply basic rules	9.2.5.CAP.2	
for correct	9.2.5.CAP.3	
English diction	9.2.5.CAP.4	
2- and 3- part singing	9.2.5.CAP.5	
33	9.2.5.CAP.8	
	9.4.5.Cl.1	
	9.4.5.Cl.2	



9.4.5.Cl.3
9.4.5.CI.4
9.4.5.CT.1
9.4.5.CT.4
9.4.5.DC.4
9.4.5.GCA.1
9.4.5.IML.2
9.4.5.IML.3
9.4.5.IML.6
9.4.5.IML.7
9.4.5.TL.4
9.4.5.TL.5

Sixth Grade

Marking Period I			
The Student will Learn	Objective/SWBAT:	Curriculum Standards	Suggested Activities
<u>Dynamics</u>	Sing songs using dynamic	NJSLS: VPA	Create movements
Changes	inflection to	1.5.8.Cr1a	that reflect
	create expressive effects	1.5.8.Cr1b	expressive elements
Rhythm		1.5.8.Cr2a	
Ties	Read from notation and sing	1.5.8.Cr2b	Read and sing from notation



Pickups	a song that	1.5.8.Cr2c		using hand
Basic Note Values	includes ties and pickups as well	1.5.8.Cr3a		signs and pitch syllables.
Dotted-Note	as dotted notes, sixteenth notes,	1.5.8.Pr4a		
Sixteenth-Note	and anacrusis	1.5.8.Pr5a	3.	Sing a countermelody
Patterns	3. Sing a song that	1.5.8.Pr6a		to a song.
Anacrusis	illustrates repetition and	1.5.8.Re7a	4.	Analyzing songs in
	contrast	1.5.8.Re7b		reference to sections.
<u>Form</u>	4. Identify and	1.5.8.Re8a		Follow a songs "road
Repetition and	describe the differences	1.5.8.Re9a		map"
Contrast	between contrasting	1.5.8.Cn10a	5.	Perform
ABA and AAB	sections of a	1.5.8.Cn11a		movement routine to a
	listening selection	1.5.8.Cn11b		song.
<u>Melody</u>	5. Sing a pentatonic	NJSLS: ELA	6.	Create
Melodic patterns	song	RL.6.4		compositions using different
Melodic contour	6. Read and sing	RL.6.5		forms.
Diatonic melody	ascending and descending	RL.6.6	7.	Perform a song, first
	melodic contours	W.6.9		conducting and saying
<u>Timbre</u>	7. Listen to vocal choral timbres	L.6.6		rhythm syllables,
Vocal timbre	from diverse cultures	NJSLS: MATH		show hand signs, and
	8. Sing a song	6.NS.A.1		sing pitch
Texture/Harmony	using layered parts	6.RP.A.1		syllables, then sing the lyrics.
Layered ostinatos	μαιτο	6.SP.B.5	8.	Analyze songs
Changes in density		NJSLS: CSDT		and the various vocal

8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.2 8.2.8.NT.3 8.2.8.NT.4 NJSLS: CLKS	timbres in each song. 9. Perform each part of a song with layered ostinatos. 10. Perform the various ostinatos of one song

Marking Period II			
The Official and smill	Ohio di colono AT	O	0
The Student will	Objective/SWBAT:	<u>Curriculum</u>	<u>Suggested</u>
<u>Learn</u>		<u>Standards</u>	<u>Activities</u>
<u>Rhythm</u>	1. Read and perform	NJSLS: VPA	1. Sing a Scotish



Meter in 3	conducting the	1.5.8.Cr1a	conduct to find
6/8, 3/4, 2/2 Meter	beat	1.5.8.Cr1b	the upbeat
Eighth and Sixteenth	2. Perform	1.5.8.Cr2a	2. Clap the rhythm
note rhythms	movement to illustrate the form	1.5.8.Cr2b	and conduct phrases of a
	of a song	1.5.8.Cr2c	ballad
<u>Form</u>	3. Perform ostinatos to accompany a	1.5.8.Cr3a	3. Identify the aabb form of a
aabb form	song	1.5.8.Pr4a	melody
AB section form	4. Move to express	1.5.8.Pr5a	4. Sing an
ABA form	the lyrics of a song and show	1.5.8.Pr6a	Andean song with Spanish
	melodic contour	1.5.8.Re7a	lyrics
Melody	5. Read the major diatonic scale	1.5.8.Re7b	5. Perform percussion
Pitch and direction		1.5.8.Re8a	ostinatos
Melodic contour	6. Read the <i>la</i> diatonic scales	1.5.8.Re9a	6. Create and
Tonality	7. Play a song in	1.5.8.Cn10a	perform movements to
Major and Minor Scales	harmonic minor	1.5.8.Cn11a	a gospel song
Key change or	8. Sing a song in two parts with	1.5.8.Cn11b	7. Identify a pentatonic
modulation	different textures	NJSLS: ELA	scale
	9. Sing three	RL.6.4	8. Sing a Bolivian
Texture/Harmony	Christmas songs in different meters	RL.6.5	folk song in Spanish
Polyphonic and homophonic textures	10. Sing a song with	RL.6.6	9. Sing a song
nomophonic textures	modulation	W.6.9	with Hebrew lyrics in
		L.6.6	harmonic minor
		NJSLS: MATH	10. Sing a countermelody



6.NS.A.1	and harmanias
0.NS.A. I	and harmonies
C DD A 4	and
6.RP.A.1	differentiate
0.00.0.5	different
6.SP.B.5	textures
NJSLS: CSDT	11. Listen to a
	contemporary
8.2.8.ITH.1	work that
8.2.8.ITH.2	
8.2.8.ITH.3	pictures a
8.2.8.ITH.4	horse-drawn
8.2.8.ITH.5	sleigh
8.2.8.NT.1	
8.2.8.NT.2	12. Sing a carol
8.2.8.NT.3	and identify any
	sequences and
8.2.8.NT.4	meter
NJSLS: CLKS	IIIEIEI
9.1.8.CR.1	40 One of a cell
	13. Create call-
9.1.8.CR.2	and-response
9.1.8.CR.3	chants on
9.1.8.CR.4	Kwanzaa
	themes
	14.Play a
	percussion
	accompaniment
	with <i>ritardandos</i>
	and
	accelerandos



Marking Period III			
The Student will	Objective/SWBAT:	Curriculum	Suggested
<u>Learn</u>		<u>Standards</u>	<u>Activities</u>
<u>Dynamics</u>	Sing two songs with dynamic	NJSLS: VPA	Discuss the meaning of
Changes	changes	1.5.8.Cr1a	lyrics
		1.5.8.Cr1b	2. Create and
Rhythm	2. Read augmented and diminished	1.5.8.Cr2a	perform a short rhythmic
Duration	song rhythms	1.5.8.Cr2b	composition with dynamic
Augmentation	3. Move to and clap the backbeat of a	1.5.8.Cr2c	changes
Diminution	song	1.5.8.Cr3a	3. Analyze and
Beat	Listen to and identify aaba	1.5.8.Pr4a	understand the nature of
Backbeat	(phrases) and	1.5.8.Pr5a	augmentation and diminution;
2/4 meter	AABA (sections) form	1.5.8.Pr6a	analyze note values of
Syncopation	5. Sing a song in	1.5.8.Re7a	augmented and diminished
	aaba song form	1.5.8.Re7b	rhythms
<u>Form</u>	6. Play 12-bar blues bass lines and a	1.5.8.Re8a	Conduct a quarter note
aaba	boogie-woogie	1.5.8.Re9a	beat
AABA	bass line	1.5.8.Cn10a	5. Sing a song and
ABCA	7. Read and sing from notation a	1.5.8.Cn11a	identify the contrasting section



Introduction	song in dorian	1.5.8.Cn11b	
Verse/Refrain	mode	NJSLS: ELA	6. Sing a song with a chromatic
Coda	8. Sing a song in mixolydian mode	RL.6.4	line
	9. Aurally identify a	RL.6.5	7. Write and play triads and
	melodic motive and its	RL.6.6	chords
Texture/Harmony	transposition	W.6.9	8. Sing a dorian mode tone
Countermelody	10. Listen to	L.6.6	ladder with pitch
	recordings of string orchestras	NJSLS: MATH	syllables
Melody	from different cultures and	6.NS.A.1	9. Sing a mixolydian
Accidentals	compare the tone qualities and	6.RP.A.1	melody using pitch syllables
Motive	playing techniques	6.SP.B.5	10. Improvise on a
Tonality	·	NJSLS: CSDT	motive
Mixolydian mode	11. Sing a song with melody and countermelody	8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4	11. Listen to different timbres offered by
<u>Timbre</u>		8.2.8.ITH.5	different instruments in
Instrumental		8.2.8.NT.1 8.2.8.NT.2	the same family
		8.2.8.NT.3 8.2.8.NT.4 NJSLS: CLKS	12. Sing a song with and without countermelodies
		9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	to discover harmony and texture
		3.1.3.01	13. Perform a hoedown dance



Marking Period IV			
The Student will	Objective/SWBAT:	Curriculum	Suggested
<u>Learn</u>		<u>Standards</u>	<u>Activities</u>
Expression	Listen a song at different tempos	NJSLS: VPA	Sing a song while tapping at
Tempo	to illustrate how	1.5.8.Cr1a	a steady tempo
	tempo affects a song's character	1.5.8.Cr1b	2. Listen to a
Rhythm	2. Read rhythms in	1.5.8.Cr2a	song and tap rhythm patters
Beat	2/2 meter	1.5.8.Cr2b	that best fit the song
2/2 Meter	3. Read the rhythm of a song in 3/8	1.5.8.Cr2c	3. Listen to a folk
Cut time	meter	1.5.8.Cr3a	song ballad
3/8 Meter	4. Perform a circle	1.5.8.Pr4a	4. Sing a song
6/8 Meter	dance while singing a three-	1.5.8.Pr5a	with rhythm syllables
	part round	1.5.8.Pr6a	5. Sing <i>a</i>
<u>Timbre</u>		1.5.8.Re7a	<i>cappella</i> , in



Vocal	5. Sight-read and	1.5.8.Re7b	unison, and as
Instrumental	sing a song in three-part canon	1.5.8.Re8a	a round
Band instrumentation	6. Aurally identify	1.5.8.Re9a	6. Perform movement to a
	the entrance of the subject in a	1.5.8.Cn10a	song
<u>Melody</u>	fugue	1.5.8.Cn11a	7. Sing, compare, and analyze
Accidentals	7. Read and identify intervals in a	1.5.8.Cn11b	three melodies
Melodic intervals	harmonic minor	NJSLS: ELA	8. Listen for the
Half steps	song	RL.6.4	countersubjects in a fugue
Whole steps	8. Read melodic sequences	RL.6.5	9. Compare the
Harmonic minor	9. Sing a song that	RL.6.6	key signature of a song with
scales	employs sequences	W.6.9	a pitch set; identify
Pattern	3040011003	L.6.6	intervals
Motive	10. Listen for the differences	NJSLS: MATH	10. Listen for a
	between a big band and a	6.NS.A.1	sequence
Form	concert band	6.RP.A.1	11.Locate a motive and
Round	11.Play an accompaniment	6.SP.B.5	sequence in a score
Three-part round	in reggae style	NJSLS: CSDT	33313
Canon	12. Accompany a	8.2.8.ITH.1	12. Sing and identify
Fugue	song on the guitar or piano using the	8.2.8.ITH.2 8.2.8.ITH.3	rhythmic motives from a
Verse and Refrain	F, B-flat, and C-	8.2.8.ITH.4	song and sing
	seven chords	8.2.8.ITH.5 8.2.8.NT.1	the song
Texture/Harmony		8.2.8.NT.2 8.2.8.NT.3	13. Analyze beat,
		8.2.8.NT.4	chord, and structure and
		NJSLS: CLKS	frequency



Chordal accompaniment Homophonic texture	9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	14. Sing a song in English and Spanish

Seventh Grade

Marking Period I			
The Student will	Objective/SWBAT:	Curriculum Standards	Suggested Activities
<u>Learn</u>		Stanuarus	Activities
Career	Create an original techno	NJSLS: VPA	Identify instruments
Techno DJ	composition	1.5.8.Cr1a	and samples
Singer/Songwriter		1.5.8.Cr1b	in techno songs
Music Copyrights	2. Analyze ways melody relates to	1.5.8.Cr2a	2. Create a song
Vocal Performer	lyrics	1.5.8.Cr2b	through melodic
Vocal Coach	3. Create contrasting melodies and	1.5.8.Cr2c	contour exploration
Sound Engineer	discuss copyright issues	1.5.8.Cr3a	·
Recording Media		1.5.8.Pr4a	3. Discuss how elements of a
Recording Engineer	Sing a song with appropriate	1.5.8.Pr5a	song support its lyrics
Music Publishing	expression	1.5.8.Pr6a	4. Evaluate
Promoter	5. Coach a vocal performer in	1.5.8.Re7a	intervals and rhythms in
Music Video Production	diction, dynamics, tempo, and articulation	1.5.8.Re7b	contrasting melodies; discuss songs



	1	4.5.0.0.0	
Music Delivery		1.5.8.Re8a	in the public domain
Music Critic	6. Analyze and modify timbres	1.5.8.Re9a	
	using sound equipment and	1.5.8.Cn10a	5. Identify elements of
	techniques	1.5.8.Cn11a	expression in a vocal
	7. Compare various music delivery	1.5.8.Cn11b	recording
	systems	NJSLS: ELA	6. Sing a song with proper
	8. Listen to	RI.7.2	technique and expression
	recordings and describe the	RL.7.5	·
	mixdown process	W.7.4	7. Perform, using sound
	9. Analyze missing elements in a	W.7.10	equipment
	melody	NJSLS: MATH	8. Evaluate music
	10. Listen to an	7.RP.A.1	engineered with sound
	interview about promotion by a	7.RP.A.2	equipment
	celebrity	NJSLS: CSDT	9. Produce
	11. Create a video for a song that	8.2.8.ITH.1 8.2.8.ITH.2	several mixes of a recording
	reflects same and	8.2.8.ITH.3	
	different sections	8.2.8.ITH.4	10. Accurately
	and mood	8.2.8.ITH.5	determine the
		8.2.8.NT.1	form of a
	12. Listen to and	8.2.8.NT.2	song
	describe the ways	8.2.8.NT.3	
	music is delivered	8.2.8.NT.4	11. Create a
	through different	NJSLS: CLKS	promotion
	technologies		plan for a
		9.1.8.CR.1	favorite artist
	13. Listen to and	9.1.8.CR.2	or band
	describe the	9.1.8.CR.3	
	mood of a	9.1.8.CR.4	12. Analyze a
	recording		song for use
			in a music

Marking Period II			video; analyze a music video 13. Analyze music played by a computer 14. Evaluate a performance
The Student will Learn	Objective/SWBAT:	<u>Curriculum</u> <u>Standards</u>	Suggested Activities
Expression Mood Variety of mood	Analyze how artists set ideas to words, and words to music	NJSLS: VPA 1.5.8.Cr1a 1.5.8.Cr1b	Differentiate between style sensitivity and musical preference
Dynamics	Describe the use of various	1.5.8.Cr2a	preference



		landar un nata la	4 E 0 C-2h	10	Ona ata a avvita
		instruments in	1.5.8.Cr2b	2.	Create a suite
<u>Timbre</u>		popular music	1.5.8.Cr2c		comprise of samples
	3.	Learn to	45000		·
Instrumental and		distinguish the	1.5.8.Cr3a	3.	Describe
Electronic		three main styles	1.5.8.Pr4a		different blues
Vocal (pop vocal)		of blues			textures
,	1	Perform several	1.5.8.Pr5a	1	Composo
Instruments (popular,	4.	dance movements	1.5.8.Pr6a	4.	Compose dance music
Latin music)		associated with	1.0.0.1 104		dance madic
		popular music	1.5.8.Re7a	5.	Dance to a
		classics and	1.5.8.Re7b		dance beat
Texture/Harmony		create an original dance	1.5.6.Re7b		
Texture		uance	1.5.8.Re8a	6.	Learn to
Texture	5.	Write a rap over a	45050		distinguish the characteristics
Blues Texture	•	background	1.5.8.Re9a		techniques
Llawer a m. /		recording	1.5.8.Cn10a		used by Djs
Harmony			_		and MCs
Rock chord structure	6.	Distinguish	1.5.8.Cn11a	_	
		different styles of jazz	1.5.8.Cn11b	7.	Improvise simple
		Juzz			variations on a
Rhythm	7.	Compare and	NJSLS: ELA		tune
		contrast different	RI.7.2		
Beat		singing styles	1 (1.7.2	8.	Demonstrate
Pattern	0	Distinguish	RL.7.5		different vocal
	8.	Distinguish different styles of	W.7.4		timbres while singing familiar
Hip-hop rhythms		rock	VV.7. 4		songs
			W.7.10		· ·
	9.	•	NJSLS: MATH	9.	Sing in
<u>Melody</u>		instruments,	NJSLS. WATH		harmony
Pitch and Direction		lyrics, and arrangements that	7.RP.A.1	10	Dood major
I ROT GITG DITCOROTI		create teen idol	7 DD 4 0	10	Read major chords and
Melodic improvisation		performers	7.RP.A.2		seventh
Country music			NJSLS: CSDT		chords
melodies	10	. Identify the major	0.00.		
HIGIUUICS		characteristics of	8.2.8.ITH.1		
			8.2.8.ITH.2		



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several country	8.2.8.ITH.3	11. Imitate dance
music styles	8.2.8.ITH.4	moves of a
	8.2.8.ITH.5	favorite
11. Listen for	8.2.8.NT.1	performer
elements of the	8.2.8.NT.2	
vocal and	8.2.8.NT.3	12. Create a
instrumental	8.2.8.NT.4	dance for a
styles of several	NJSLS: CLKS	
well-known	1100201 02110	song
	9.1.8.CR.1	40.01
popular artists	9.1.8.CR.2	13. Sing in a
	9.1.8.CR.3	country music
12. Listen for	9.1.8.CR.4	style
similarities and	3.1.0.OIX. 4	
differences in		14. Sing a pop
Latin popular		song with
music		original styling
		and phrasing
		and prindoling
		45
		15. Learn how to
		salsa
		_
		16. Sing music in
		parallel thirds



Marking Period III			
The Student will	Objective/SWBAT:	Curriculum Standards	Suggested Activities
<u>Learn</u>		Standards	Activities
<u>Timbre</u>	1. Explore ways		1. Describe
Instrumental	musical styles have changed	NJSLS: VPA	music from different historical
Vocal	through time	1.5.8.Cr1a	periods
Renaissance	2. Listen and	1.5.8.Cr1b	2. Sing a chant
instruments	analyze monophonic and	1.5.8.Cr2a	melody
Woodwind instruments	homophonic textures in chants	1.5.8.Cr2b	3. Describe ways an
Orchestral	from a variety of cultures	1.5.8.Cr2c	improvisation
instruments	2 Identify timbres of	1.5.8.Cr3a	embellishes a melody;
Band timbres	3. Identify timbres of Renaissance	1.5.8.Pr4a	identify shifting meters
	instruments	1.5.8.Pr5a	4. Step to a
Texture/Harmony	4. Identify traditional and contemporary	1.5.8.Pr6a	gigue
Layers of sound	Bach performances	1.5.8.Re7a	5. Play a woodwind
Harmonic styles	5. Analyze a sonata	1.5.8.Re7b	instrument
Monophonic	form	1.5.8.Re8a	from the Baroque era
Homophonic	6. Listen and	1.5.8.Re9a	6. Play a minuet
	describe orchestral instrumental	1.5.8.Cn10a	theme



Rhythm		timbres in	1.5.8.Cn11a	7.	Read music
Changing meter		Beethoven's music	1.5.8.Cn11b		forwards and backwards
Beat	7.	Identify word	NJSLS: ELA	8.	Play a motive
		painting in art songs from	RI.7.2		on keyboards
Melody		various historical periods	RL.7.5	9.	Read a page from a
Pitch & Direction	g	Identify elements	W.7.4		symphony score
Ornamentation	0.	of tempo,	W.7.10		
Pentatonic scales		articulation, and tone qualities	NJSLS: MATH	10).Perform a Renaissance
Whole-tone scales		produced by virtuosos	7.RP.A.1		dance
	9.		7.RP.A.2	11	.Conduct and move to
<u>Form</u>		elements of tempo and	NJSLS: CSDT		dances from a ballet
Section form		articulation in music meant for	8.2.8.ITH.1		
Minuet		dancing	8.2.8.ITH.2 8.2.8.ITH.3	12	2. Play the theme from a
Sonata	10	. Identify	8.2.8.ITH.4 8.2.8.ITH.5		symphonic
Composite		representative	8.2.8.NT.1		poem
		examples of opera repertoire	8.2.8.NT.2 8.2.8.NT.3	13	B.Listen to pieces based
Symphonic		and distinguish between soprano,	8.2.8.NT.4 NJSLS: CLKS		on Hungarian
		alto, tenor, and			folk music
<u>Expression</u>		baritone voices	9.1.8.CR.1 9.1.8.CR.2	14	. Arrange a folk
Tempo	11	.Play a "classroom	9.1.8.CR.3 9.1.8.CR.4		tune
Articulation		cimbalom;" play Hungarian folk	9.1.0.011.4	15	5.Play a folk melody on
Dynamics		rhythm and melody			keyboards
Tempo	12	.Listen to and		16	6. Improvise
Articulation		describe folk			melodies based on



T	
songs used in	pentatonic and
band music	whole tone
	scales
13. Identify orchestral	
instrument	17. Sing an
	African
timbres; identify	
scales used in	American
Impressionistic	spiritual
music	
	18.Repeat a
14. Identify elements	rhythmic
of expression	pattern for as
from American	
	long as
music	possible
15. Identify changes	
in clarinet and	
cello timbres	

Marking Period IV			
The Student will	Objective/SWBAT:	Curriculum	<u>Suggested</u>
<u>Learn</u>		<u>Standards</u>	<u>Activities</u>
<u>Form</u>	1. Sing a unison		1. Sing with
Section form	song in verse and refrain song	NJSLS: VPA	expression and rhythmic
Verse and Refrain	2. Sing exercises	1.5.8.Cr1a	accuracy to improve
form	and warm-ups to find vocal range	1.5.8.Cr1b	performance
	3. Sing an echo	1.5.8.Cr2a	Perform exercises to
<u>Timbre</u>	song	1.5.8.Cr2b	discover
Vocal timbre	4. Sing a three-part	1.5.8.Cr2c	individual vocal range
Vocal range	song	1.5.8.Cr3a	3. Move to
	5. Perform a homophonic song	1.5.8.Pr4a	demonstrate echo
Texture/Harmony	nomophoria cong	1.5.8.Pr5a	4 Listan to an
Texture	6. Sing a polyphonic song	1.5.8.Pr6a	4. Listen to an African
Echo Song	Jong		American spiritual
Three-part harmony	7. Sing a three-part song with	1.5.8.Re7a	Spirituai
	ascending and	1.5.8.Re7b	5. Listen and note unison
Homophonic part singing	descending half steps	1.5.8.Re8a	and harmony
Polyphonic texture	8. Sing a song	1.5.8.Re9a	6. Perform body
	arranged for male voices with	1.5.8.Cn10a	percussion for song
<u>Melody</u>	expression	1.5.8.Cn11a	7. Listen to
Intervals	9. Perform a homophonic song	1.5.8.Cn11b	Spanish choral song



	1	N. 101 0 El A	<u> </u>
		NJSLS: ELA	
Expression	10. Sing an African American spiritual	RI.7.2	8. Listen to song and follow
Articulation	with expression	RL.7.5	repeat signs; discuss form
Legato	11. Sing an American popular in 3-part	W.7.4	ad message in related
Mood	harmony	W.7.10	listening selection
Dynamics	12. Sing a composed song with	NJSLS: MATH	9. Play created
	expanded	7.RP.A.1	percussion ostinatos
	dynamic range	7.RP.A.2	
		NJSLS: CSDT	10. Read vocal parts to find
		8.2.8.ITH.1 8.2.8.ITH.2	unison and echo phrases
		8.2.8.ITH.3	
		8.2.8.ITH.4	11. Read ledger
		8.2.8.ITH.5	line notes and
		8.2.8.NT.1	rhythmic patterns
		8.2.8.NT.2 8.2.8.NT.3	patterns
		8.2.8.NT.4	12. Sing portions
		NJSLS: CLKS	of a song to improve
		9.1.8.CR.1	pronunciation
		9.1.8.CR.2	
		9.1.8.CR.3	13. Perform
		9.1.8.CR.4	movement
			activity to
			song
			14. Read pitches
			in bass clef
			15. Analyze a
			score for aspects of
			expression
			and form



16. Conduct a three-beat pattern
17. Identify similarities and differences among voice parts

Eighth Grade

Marking Period I			
The Student will	Objective/SWBAT:	Curriculum	Suggested
<u>Learn</u>		<u>Standards</u>	<u>Activities</u>



<u>Career</u> Video Game	1.	Create music for a game and a dramatization	NJSLS: VPA	1.	Design an imaginary video game
Musician	2.	Create a jingle	1.5.8.Cr1a	2.	Sing an original
Jingle Writer Mood Musician			1.5.8.Cr1b		jingle
Movie Musicians	3.	Identify tempo, tonality, and	1.5.8.Cr2a	3.	Create playlist of
Arranger		dynamics	1.5.8.Cr2b		inactive music
Instrumental	4.	Create a sound effects score to	1.5.8.Cr2c	4.	Follow a listening map
Performers		match the mood of selected	1.5.8.Cr3a	5	Analyze
Backstage Music		scenes	1.5.8.Pr4a		differences in timbre between
Careers	5.	Explore how different timbres	1.5.8.Pr5a		an original composition and
Producer		change the character of	1.5.8.Pr6a		an arrangement
Music Therapy/Music Teacher		music	1.5.8.Re7a	6.	Sing a song
Instrument Builder	6.	Identify how	1.5.8.Re7b		using proper technique
Avocational Music		articulation is used as an	1.5.8.Re8a	7.	Sing a Broadway
		expressive choice	1.5.8.Re9a 1.5.8.Cn10a		show tune
	7.	Develop a story	1.5.8.Cn11a	8.	Play accompaniments
		idea and plan a musical	1.5.8.Cn11b	a	Perform
		production	NJSLS: ELA		movements to rhythm patterns
	8.	Produce a song performance with	RL.8.2	10	
		instrumental accompaniment	RL.8.4	10	. Identify sections of phrases of a piece
	9.	Sing simple	W.8.4	11	. Create a
		songs and perform rhythmic	W.8.10		montage of sound samples

movements as a	NJSLS: MATH	
group	NOCEO. MIATTI	10 Create and ries
group	8.G.A.1	12. Create and play layered
10. Create an instruments	8.F.A.2	ostinatos, using a variety of
	NJSLS: CSDT	instruments
11. Listen to music	110020.0001	
and interview	8.2.8.ITH.1	
musicians in the	8.2.8.ITH.2	
community	8.2.8.ITH.3	
	8.2.8.ITH.4	
12. Create layered	8.2.8.ITH.5	
rhythms to	8.2.8.NT.1	
accompany a	8.2.8.NT.2	
career choice rap	8.2.8.NT.3	
	8.2.8.NT.4	
	NJSLS: CLKS	
	9.1.8.CR.1	
	9.1.8.CR.2	
	9.1.8.CR.3	
	9.1.8.CR.4	

Marking Period II			
The Student will	Objective/SWBAT:	Curriculum	Suggested
<u>Learn</u>		<u>Standards</u>	<u>Activities</u>



Texture/Harmony	1.	Identify ostinatos in the music of	NJSLS: VPA	1.	Play rhythmic ostinatos
Ostinato		various cultures	1.5.8.Cr1a		osunatos
Drones	2.	Identify	1.5.8.Cr1b	2.	Recognize string
		percussion, string, and wind	1.5.8.Cr2a		instruments by style being
<u>Timbre</u>		instrument timbres from	1.5.8.Cr2b		performed
World Instrument		various cultures	1.5.8.Cr2c	3.	Play major and
timbres	3	Identify drones	1.5.8.Cr3a		pentatonic scales on a
Vocal	0.	and scales in music of diverse	1.5.8.Pr4a		keyboard
Band instruments		cultures	1.5.8.Pr5a	4.	Sing, using
Electronic	4.	Classify and	1.5.8.Pr6a		vocal techniques
		describe vocal styles and	1.5.8.Re7a		from world cultures
<u>Melody</u>		timbres	1.5.8.Re7b	5	Create an
Pitch	5.	Listen, analyze,	1.5.8.Re8a	J.	arrangement of
Intervals		and compare musical elements	1.5.8.Re9a		a melody including the
Scales		present in <i>Carnaval</i> and	1.5.8.Cn10a		plain version and variations
Ornamentation		powwow music	1.5.8.Cn11a	6.	Move to music
Variation	6.	Analyze and describe dance	1.5.8.Cn11b		for celebration
Melodic Phrases		music from several world	NJSLS: ELA	7.	Move to dance music
		cultures	RL.8.2		
<u>Expression</u>	7.	,	RL.8.4	ð.	Sing the melody of a
Dynamics		and styles of bands from	W.8.4		dance selection
Tempo		different world cultures	W.8.10	9.	Create a listening map
Articulation			NJSLS: MATH		notoming map



			1.0 = .
	8. Create music	8.G.A.1	10. Perform and
	works with	0 = 4 0	improvse on a
<u>Rhythm</u>	(dig-a dum)	8.F.A.2	klezmer theme
D	patterns	NUCLO CODE	
Rhythm patterns in		NJSLS: CSDT	11. Sing a melody
dance music	9. Listen, describe,	0.0017114	from a
	and interpret	8.2.8.ITH.1	symphony;
	music for film	8.2.8.ITH.2	Sing a ten beat
_	and theater	8.2.8.ITH.3	melody
<u>Form</u>		8.2.8.ITH.4	containing dig-a
	40 Identify may also	8.2.8.ITH.5	dum pattern
Call-and-response	10. Identify music	8.2.8.NT.1	dani pattorn
	created with	8.2.8.NT.2	12 Sing molodic
	elements of two	8.2.8.NT.3	12. Sing melodic
	or more styles	8.2.8.NT.4	phrases from
		NJSLS: CLKS	films and plays
	11. Identify a variety		
	of timbres that	9.1.8.CR.1	13. Play an
	are present in a	9.1.8.CR.2	accompaniment
	range of music;	9.1.8.CR.3	to an African
	describe	9.1.8.CR.4	blues piece
	changes in music		
	that have		14. Sing a call-and-
	occurred as a		response
	result of fusion		pattern in two-
			part harmony
			15. Perform a
			clapping
			pattern along
			with a recording
			with a recording
			40 A
			16. Analyze the
			fusion of
			electronic
			instruments
			with traditional
			ones



Marking Period III			
The Student will	Objective/SWBAT:	Curriculum	Suggested A attivities
<u>Learn</u>		<u>Standards</u>	<u>Activities</u>
Expression	Discuss musical	NJSLS: VPA	1. Discuss
Dynamics	elements of recordings	1.5.8.Cr1a	musical elements of
Tempo	2. Compare the	1.5.8.Cr1b	recordings
Articulation	musical and literary	1.5.8.Cr2a	2. Identify homophonic
Accents	characteristics of three madrigals	1.5.8.Cr2b	and polyphonic
	unee madigais	1.5.8.Cr2c	textures
<u>Timbre</u>	3. Identify antiphony	1.5.8.Cr3a	3. Determine the
Vocal	4. Identify homophonic and	1.5.8.Pr4a	form of a listening
Instrumental	polyphonic	1.5.8.Pr5a	selection
Medieval and	textures	1.5.8.Pr6a	4. Describe the rhythm of a
Renaissance	5. Identify rondo and sonata forms	1.5.8.Re7a	recitative
Brass instruments	Jonata Iomio	1.5.8.Re7b	5. Play the
Chorus	6. Identify and describe brass	1 F 9 Dogo	themes of a
Orchestra	instruments	1.5.8.Re8a	concerto along with the
		1.5.8.Re9a	recording
Wind instruments	7. Describe the difference	1.5.8.Cn10a	



and a motive music in sonata form 8. Compare	I
8. Compare	
Homophonic selections by NJSLS: ELA 7. Play a melod	dy
Polyphonic related composers RL.8.2 on keyboards or other	-
Harmonic intervals 9. Perform three school songs with RL.8.4 instruments	
good singing W.8.4 8. Identify a theme and a	а
Form W.8.10 motive	
Estampie 10. Identify and describe ways NJSLS: MATH 9. Play a simple	le
(verse/refrain) composers use music for dramatic ABA 8.G.A.1 theme on keyboards	
8.F.A.2	
Rondo 11. Use NJSLS: CSDT 10. Compare two pieces of	<i>1</i> 0
Sonata environmental chamber	
sounds to create 8.2.8.ITH.1 music 12-bar Blues an impressionistic 8.2.8.ITH.2	
12-bar Blues an impressionistic 8.2.8.ITH.2 piece 8.2.8.ITH.3 11.Identify song	a
8.2.8.ITH.4 themes in a	
12. Identify and 8.2.8.ITH.5 symphonic	
Melody describe 8.2.8.NT.1 work	
expressive 8.2.8.NT.2	
Pattern elements in the 8.2.8.NT.3 12.Describe	
works of 828 NT4 plaments of	
Theme and motive Stravinsky NJSLS: CLKS music from a	
Contemporary	
13 Listen to a 9.1.8.CR.1	
composition 9.1.8.CR.2 composition that 9.1.8.CR.2 13. Compare two	/O
uses elements of 9.1.0.CR.3 pieces about	
American folk 9.1.8.CR.4 real and	
Rhythm music mechanical	
animals	
Meter in 2, 3, and 4 14. Identify and	
describe sections 14. Describe a	
of a piece melody that	
has folk-like	
qualities	

	1	1	1
	 15. Identify the timbres of wind instruments 16. Create and perform body percussion to show a 32-bar song form 17. Play a Latin rhythm in shifting meter 18. Compose music based on predetermined intervals 		15. Sing "The Marine's Hymn" in an appropriate style 16. Listen for form in 12-bar blues 17. Clap or tap a rhythm along with a recording 18. Invent movements to show accents and dynamic changes in a listening selection
Marking Period IV The Student will Learn	Objective/SWBAT:	Curriculum Standards	Suggested Activities
Expression	Sing a unison song with clear diction	NJSLS: VPA	Identify and follow musical directions



Articulation		1.5.8.Cr1a		
Clear diction	Sing vocal exercises and	1.5.8.Cr1b	2.	important
	warm-ups to explore changing	1.5.8.Cr2a		words in the music
Texture/Harmony	voices	1.5.8.Cr2b	3.	Perform
Unison	3. Sing in two-part harmony	1.5.8.Cr2c		exercises to discover
Two-part harmony	A Cian a same	1.5.8.Cr3a		individual vocal range
Polyphonic	4. Sing a song composed of three	1.5.8.Pr4a	4	
Three-part harmony	independent melodies	1.5.8.Pr5a	4.	Compare rhythms in different
Echo	5. Sing in three-part	1.5.8.Pr6a		voices
Two-part mixed	harmony	1.5.8.Re7a	5.	Read parts
Three-part octavo	6. Sing in two-part harmony with	1.5.8.Re7b		written in treble clef in
	melodic ostinato	1.5.8.Re8a		the most comfortable
<u>Timbre</u>	7. Sing in two-part	1.5.8.Re9a		octave
Vocal	treble harmony	1.5.8.Cn10a	6.	Sing <i>marcato</i>
	8. Sing in two-part male harmony	1.5.8.Cn11a		using staggered
Rhythm		1.5.8.Cn11b		breathing
Syncopated rhythms	9. Sing in three-part harmony with an	NJSLS: ELA	7.	Sing "Tuxedo Junction" to
	echo part	RL.8.2		identify rests,
<u>Form</u>	10. Sing a two-part song in mixed	RL.8.4		rhythms, and enharmonic
Through-composed form	homophonic texture	W.8.4		tones and to determine its form
	11 Sing a three part	W.8.10		IUIIII
	11. Sing a three-part octavo	NJSLS: MATH	8.	Sing a song in swing style,
		8.G.A.1		observing the blue notes



8.F.A.2	and walking bass
NJSLS: CSDT	
8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.NT.1 8.2.8.NT.1	9. Read a song in rondo form using pitch and rhythm syllables10. Name notes
8.2.8.NT.3 8.2.8.NT.4 NJSLS: CLKS	on bass clef and ledger lines
9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4	11.Read a song containing three sections with a repeat
	12. Compare recordings using a Venn diagram
	13. Simulate a board fade at the end of a song
	14. Shape phrases with dynamics, syllabic stress, and body movement to get meaning across
	15. Analyze a score for aspects of



expression and form
16. Learn the correct way to sing diphthongs