

BLOOMINGDALE CURRICULUM		
CONTENT AREA: Music	GRADE: 5	UNIT #: 1
UNIT NAME: Creative Process		
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) compound (6/8) and cut-time (2/2) meter. Read and perform: dotted quarter- note/eighth note; eighth-note rest.	1.1.5.B.1 and 1.1.5.B.2
2	Identify Tone qualities produced by symphony orchestra, concert band, Son Jarocho (Mexican), Gamelan (Indonesian), marching band, dance band, military band, rock band, synthesized sounds, electric guitar, a capella singing.	1.1.5.B.1 and 1.1.5.B.2
3	Identify allegretto, lento, fermata	1.1.5.B.1 and 1.1.5.B.2
4	Identify Motive, ballad, 12-bar blues, theme/variations, march, overture, finale, and movement.	1.1.5.B.1 and 1.1.5.B.2
5	Identify, read and sing: melodic patterns using solfege syllables of the diatonic scale and Si in harmonic minor, in higher and lower octaves; whole and half steps.	1.1.5.B.1 and 1.1.5.B.2
6	Derive and ID Bb (Fa) in key of F, F# (Ti) in the Key of G.	1.1.5.B.1 and 1.1.5.B.2
7	Identify, construct, notate, and perform I, IV, and V7 chords.	1.1.5.B.1 and 1.1.5.B.2
8	Identify accents, pizzicato, slurs, phrasing.	1.1.5.B.1 and 1.1.5.B.2

Code #	NJSLS
	<p>Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p>
1.1.5.B.1	<p>Content Statement: The elements of music are foundational to basic music literacy.</p> <p>Cumulative Progress Indicator: Identify the elements of music in response to aural prompts and printed music notational systems.</p>
1.1.5B.2	<p>Content Statement: The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p> <p>Cumulative Progress Indicator: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>

BLOOMINGDALE CURRICULUM		
CONTENT AREA: Music	GRADE: 5	UNIT #: 2
UNIT NAME: Performing		
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJ NJSLS
1	On pitched barred instruments and/or recorder, perform three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16 th -note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.	1.3.5.B.1 and 1.3.5.B.4
2	Read and sing melodies using note values from 16 th -note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.	1.3.5.B.2 and 1.3.5.B.4
3	Sing two-part songs, descants, harmonies in parallel thirds or other harmonies, using correct posture, vocal placement, and breathing technique.	1.3.5.B.2 and 1.3.5.B.4
4	Improvise a vocal melody over a given harmonic progression (blues, I/IV/V7 folk song, etc.); compose, notate, and perform a two-section piece (AB, ABA, etc.) for barred instrument or recorder, using a variety of note values and pentatonic pitches, over a bass melody.	1.3.5.B.3

Code #	NJSLs
1.3.5.B.1	<p>Content Statement: Complex scores may include compound meters and the grand staff.</p> <p>Cumulative Progress Indicator: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound</p>
1.3.5.B.2	<p>Content Statement: Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p> <p>Cumulative Progress Indicator: Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>
1.3.5.B.3	<p>Content Statement: Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Cumulative Progress Indicator: Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p>
1.3.5.B.4	<p>Content Statement: Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p> <p>Cumulative Progress Indicator: Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>

BLOOMINGDALE CURRICULUM			
CONTENT AREA: Music	GRADE: 5	UNIT #: 3	UNIT NAME: Performing
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS	
1	Perform unison songs, descants, and harmonizing parts in 3rds, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – F5 (making allowances for emerging cambiata voices). Sing accurately in octaves. Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor.	1.3.5.B.2	
2	Sing choral music from complex notation, in unison and two-parts, reading from choral octavos. using in treble and bass clef, mixed meter, and compound meter.	1.3.5.B.1	
3	Improvise a melody on a barred instrument, recorder or non-traditional instrument using a diatonic scale played over a given harmonic progression using I-IV-V7, and ending on the home tone.	1.3.5.B.3	
4	Compose and score an 8-bar melody in either a major or minor key, using note and rest values as small as the 16th note played in 3/4 and/or 4/4 time, and resolving to the home tone.	1.3.5.B.3	
5	Describe how and demonstrate how the use of an antecedent/consequent phrase relationship and dynamic markings are used to achieve unity and variety, tension and release, and balance in musical composition.	1.3.5.B.4	

Code #	NJSLS
1.3.5.B.1	<p>Content Statement: Complex scores may include compound meters and the grand staff.</p> <p>Cumulative Progress Indicator: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p>
1.3.5.B.2	<p>Content Statement: Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p> <p>Cumulative Progress Indicator: Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>
1.3.5.B.3	<p>Content Statement: Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Cumulative Progress Indicator: Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p>
1.3.5.B.4	<p>Content Statement: Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p> <p>Cumulative Progress Indicator: Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>

BLOOMINGDALE CURRICULUM			
CONTENT AREA: Music		GRADE: 5	UNIT #: 4
			UNIT NAME: Aesthetic Responses and Critique Methodologies
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS	
1	Categorize a series of 8-10 pieces into different styles (e.g., jazz, classical, romantic, folk, patriotic, popular music, etc.) using graphic organizers, manipulatives, or other tools.	1.4.5.A.1	
2	Identify/analyze the structure of various musical forms (e.g., verse/refrain, chorus format, sonata, etc.) from varied cultures, time periods or musical genres.	1.4.5.A.2	
3	Demonstrate an understanding of how music reflects the ideas of a composer and/or performer based on the historical, cultural, and personal characteristics of each musician. Make connections to the pieces when warranted.	1.4.5.A.3	
4	Describe what constitutes a quality vocal performance (e.g., posture, breath support, intonation, diction, vowel placement, etc.) and interpretive elements (e.g., dynamics, phrasing, emotion, etc.) and apply these attributes to performance.	1.4.5.B.1	
5	Use a graphic organizer or other tool to show common performance traits (e.g., technical fluency, rhythmic accuracy, intonation, etc.) in generally accepted great performances of music. Choose performances in three different styles (e.g., YoYo Ma’s recording of a Bach Cello Suite, John Coltrane’s Giant Steps, Ravi Shankar in a traditional Hindustani sitar raga).	1.4.5.B.3 1.4.5.B.4	
6	Evaluate a student group performance on three criteria using a student created vocabulary list (e.g., interpretation, articulation, technique, intonation).	1.4.5.B.2	
7	Describe three ways that individuals can agree or disagree about the merits of a musical performance based on technical and interpretive perspectives, the composer and his/her intent, and if the intent was realized.	1.4.5.B.5	

Code #	NJSLs
1.4.5.A.1	<p>Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p>
1.4.5.A.2	<p>Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>
1.4.5.A.3	<p>Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p> <p>Cumulative Progress Indicator: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).</p>
1.4.5.B.1	<p>Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Cumulative Progress Indicator: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>
1.4.5.B.3	<p>Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p> <p>Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>

1.4.5.B.4	<p>Content Statement: Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>Cumulative Progress Indicator: Define technical proficiency, using the elements of the arts and principles of design.</p>
1.4.5.B.5	<p>Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e .g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).</p> <p>Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>

BLOOMINGDALE CURRICULUM			
CONTENT AREA: Music		GRADE: 5	UNIT #: 5
UNIT NAME: History of the Arts and Culture			
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS	
1	Compare and contrast the function of music from various and distinct historical periods (e.g., music from the Revolutionary War with music from the Civil War).	1.2.5.A.1	
2	Compare and contrast how rhythm, melody, and harmony are utilized in a variety of genres and cultures (e.g., European classical music, jazz, Hindustani, West African Rock etc.).	1.2.5.A.2	
3	Identify major characteristics of Baroque, Classical, Romantic, and early modern music as impacted by famous composers representative of their era (e.g., Baroque composers such as Vivaldi, Handel, or Bach; Hayden, Mozart, Beethoven, or Schubert as exemplifying the Classical period; Romantic composers such as Chopin, Brahms, Dvorak, Tchaikovsky or Rachmaninoff; and Modern composers such as Debussy, Ravel, Stravinsky, Copeland, or Gershwin).	1.2.5.A.3	

Code #	NJSLS
1.2.5.A.1	<p>Content Statement: Art and culture reflect and affect each other.</p> <p>Cumulative Progress Indicator: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p>
1.2.5.A.2	<p>Content Statement: Characteristic approaches to content, form, style, and design define art genres.</p> <p>Cumulative Progress Indicator: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p>
1.2.5.A.3	<p>Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p>Cumulative Progress Indicator: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>