

NEPTUNE CITY SCHOOL DISTRICT

Elementary Music Curriculum Grade Pre K - 5



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

August 1, 2022

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

ELEMENTARY MUSIC

CURRICULUM

GRADE PRE K - 5

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Elementary General Music Preschool-Grade 5

Acknowledgements

The Elementary General Music Curriculum for Preschool to 5th Grade was developed for through the dedicated efforts of Mrs. Chelsea Korkowski and Ms. Erica Daugherty, Neptune Township School District Music Teachers, with the guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to lead teachers, novice and experienced, to new ideas and topics that will inspire creative and critical thinking and encourage acceptance of diversity. This curriculum includes an added emphasis on responding and connecting. This guide provides assessment and resource ideas for the 21st century music education environment.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Visual and Performing Arts and the 2014 National Core Arts Standards and the increased rigor that those standards provide. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

ELEMENTARY GENERAL MUSIC PRESCHOOL-GRADE 5

COURSE DESCRIPTION

Elementary students will have the opportunity to experience music, in the setting of an elementary music classroom. Students will connect to musical experiences through creating (composition or improvisation), performing, and responding. At the heart of the course is students actively participating in the musical process, or musicking. Student musicking will occur both as individuals, and as a classroom ensemble. The skills learned in this course will extend into other musical settings, encourage students to become life-long lovers of music, and teach necessary life lessons and skills.

Pacing Guide

During each lesson an instructor will address the four artistic strands: Creating, Performing, Responding, and Connecting. By addressing these strands the student will connect to their musicking, use skills to create music, and acknowledge how others make and perform music.

Approximate amount of lesson time spend focusing on Units	
Creating	20%
Performing	40%
Responding	20%
Connecting	20%

- The instructor will address musical elements and concepts during the course of the year, in order to meet the appropriate grade level standards.
- Musical literature and activities will be chosen based on community, cultural, and global awareness.
- Students will perform in class for their peers on a regular basis during the school year. Other performances for the community may be arranged at the discretion of the instructor, with approval by administration.
- By the end of each grade band, the instructor will have addressed all appropriate standards, as set by the 2020 New Jersey Student Learning Standards for the Visual and Performing Arts and the 2014 National Core Standards.

Integrated Social and Emotional Learning Competencies

*The following social and emotional competencies are integrated in this curriculum document:
(Additional resources: Arts Education and Social Emotional Learning <https://selarts.org/>)*

Self-Awareness	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
x	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of setting
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skill
x	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

Unit Plan Title	Creating
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Suggested Time Frame	Ongoing and Continuous

Overview / Rationale
All students will have the opportunity to create music, through structured composition, or improvisation. These creations will be performed in the elementary music classroom setting, for peers. The creation of unique music will be done as both individuals, and with peers. While creating, students will use the basic elements of music, including but not limited to standard notation, reading rhythms and specific pitches, and simple chord progressions.

Stage 1 – Desired Results		
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. 		
<p align="center">Preschool Teaching and Learning Standards (2014)</p> <p>Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.</p> <p>Standard 1.2: Children express themselves through and develop an appreciation of music.</p> <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.</p> <p>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts.</p>		
New Jersey Student Learning Standards for Visual and Performing Arts (2020)		
<i>CREATING</i>		
<u>Imagine</u>	Anchor Standard 1: Generate and conceptualize artistic ideas and work	
	By the end of	1.3A.2.Cr1a: Explore, create, and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities

	Grade 2:	
	By the end of Grade 5:	1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical)

<u>Plan and Make</u>	Anchor Standard 2: Organizing and Developing Ideas	
	By the end of Grade 2:	1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
		1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
	By the end of Grade 5:	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.

<u>Evaluate and Refine</u>	Anchor Standard 3: Refining and completing products.	
	By the end of Grade 2:	1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
		1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.
	By the end of Grade 5:	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.

National Core Art Standards for Music (2014)
<i>CREATING</i>

<u>Imagine</u>	Anchor Standard 1: Generate and conceptualize artistic ideas and work
<u>Plan and Make</u>	Anchor Standard 2: Organize and develop artistic ideas and work
<u>Evaluate and Refine</u>	Anchor Standard 3: Refine and Complete Artistic Work

Essential Questions:

Essential questions will be adapted to meet the appropriate standards for the specific grade level.

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Enduring Understandings:

Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Knowledge:

Students will know:

- Various tonal and rhythm patterns that can be incorporated into structured compositions.
- How iconic notation (grades PK to 1), or standard notation (grades 1 to 5) are used in documenting musical ideas.
- That exploration of an instrument is a pathway to musical improvisation.
- Improvisation can be a pathway to composition.
- Available technology to record musical creations.
- Criteria for evaluating musical creations, and how to apply criteria for revisions to musical creations.
- How to create musical ideas within a harmonic context.

Skills:

Students will be able to:

- Audiate, read with notation, and perform various tonal and rhythm patterns, when improvising on various instruments designed for classroom music.
- Document musical creations with either iconic notation (grades PK to 1) or standard notation (grades 1 to 5).
- Choose tonal and rhythm patterns, during structured composition.
- Use digital tools to create music.

- Use digital tools to record musical creations, both compositions and improvisations.
- Refine musical creations, based on predetermined criteria.
- Build a structured composition, within a specific harmonic context (Grades 4 and 5 will also use simple chord progressions).

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Career Awareness, Exploration, Preparation and Training (2020)

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Life and Literacies and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

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.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines,

and cultures to answer questions.

Making Connections to Careers

Ask students what they think is involved in these jobs/careers related to the performing arts and supplement their answers. The goal is to make content connections to the real world/careers.

Teachers can feel free to add/modify the list.

- Musician/Singer
- Conductor
- Dancer
- Performer (non-musical)
- Music producer
- Sound Engineer
- Advertising/Marketing

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

- Key Ideas and Details - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Computer Science And Design Thinking (2020)

Computer Science:

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Design Thinking:

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.ETW.2: Identify the natural resources needed to create a product.

8.2.5.ED.1: Explain the functions of a system and its subsystems.

Student Resources

- Instruments for classroom music, such as rhythm sticks, tambourines, Boomwhackers, Orff instruments, hand chimes, and various auxiliary percussion instruments
- Harmonizing instruments such as piano, guitar-like instruments, and xylophones
- Sheet music
- Technology: Chrome Music Lab, music creation websites
- Other appropriate resources for student musicking, at the discretion of the instructor, with approval by the instructor
- *Music K-8*, series 2004-2015 by Music K-8, Plank Road Publishing Inc.

Teacher Resources

Texts:

- Silver Burdett's *Making Music* Series - 2008 Edition
- Sheet music of various genres
- Rhythm and Tonal cards, displayed in the classroom and available for hands on use
- Related picture books

Technology:

- Smartboard or TV Monitor
- Document camera
- Appropriate keyboard for accompanying classroom music
- CDs and other pre-recorded music

Websites:

- Google Apps for Education
- Class Dojo
- Applications for recording and playing back music (such as Flipgrid)
- Chrome Music Lab
- Groove Pizza
- musictheory.net
- Teoria.com
- Spotify, YouTube, other sources of recorded music

Videos:

- Recordings related to musical topics, music history, and music making that meet appropriate level of standards, for example:
 - Koo Koo Kangaroo
 - The Learning Station
 - Dr. Jean
 - Super Simple Songs

Stage 2 – Assessment Evidence

Formative Assessments:

- Teacher observation and assessment of student creations
- Teacher feedback
- Department-created rubrics

Performance Task(s):

- Documented student structured composition, through iconic notation (PK-1) and standard notation (1-5)
- Improvisations, within specific musical structures
- In-class performances for peers
- Self and peer critique of musical creations

Stage 3 – Learning Plan

The teacher will:

- Incorporate “Practices” into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. 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. For Music below are the practices:
 - Creating Practices: Imagine; Plan, Make; Evaluate, Refine
 - Performing Practices: Rehearse, Evaluate, Refine; Select, Analyze, Interpret; Present
 - Responding Practices: Select, Analyze; Evaluate; Interpret
 - Connecting Practice: Interconnect
- Plan, Make, Refine recycled materials to create instruments and discuss how we can help the environment in regards to Climate Change
- Vocalize and refine their voice to sing specific tones/pitches for students
- Model rhythms, melodies, elements of music, etc. using multiple means of performance for students
- Develop rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
- Teaching specific musical concepts such as notes, rhythms, pitches, etc... that will encourage students to read and utilize notation systems, such as standard, pictorial, and other related systems.
- Educate and allow students to explore a variety of music styles and music learning throughout the world, i.e. music based on other tonal sets, rhythmic varieties, notations, instruments
- Work with students to develop criteria for successful performances in both musical performance and etiquette.
- Expose students to music of all genres, eras, styles, and culturally relevant musicians based on the students’ likes and interests. provide time to analyze, evaluate, and interpret.
- Provide students with constructive feedback on their musical creations and performances, and teach students to do the same for peers and self. Provide opportunities to refine and interconnect.
- Discuss with students how to analyze and refine their musical creations and performances, based on teacher/self/peer feedback.
- Support students in singing with correct pitch and intonation. Teachers will lead students in singing in unison, partner songs, rounds and canons, and two-part harmonies.

- Encourage students to continue musical participation outside of the General Music Classroom, including school ensembles, summer enrichment programs, and community music opportunities.
- Support students to become life-long learners and appreciators of music.
- Discussion and introduction of works and performances by composers and performers, including, but not limited to:
 - Billy Porter
 - John Legend
 - Freddie Mercury
 - Yo-Yo Ma
 - Mariah Carey
 - Pyotr Ilyich Tchaikovsky
 - George Frideric Handel
 - Francis Poulenc
 - Camille Saint-Saëns
 - Coleridge-Taylor Perkinson
 - Julius Eastman
 - Scott Joplin
 - Demi Lovato
- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration

Suggested Learning Activities for Creating

Listed are suggested activities specific to Creating:

Students will imagine, plan, make, evaluate and refine their work.

- Structured composition
 - Students create compositions individually or with a group, using age-appropriate notation, project parameters, and instruments. This may be melodic, rhythmic, or both.
 - Preschool through second grade classes should utilize pictorial rhythmic notation, pentatonic scale, and familiar tunes.
 - Third through fifth grade classes should utilize standard rhythmic notation, the major scale and possibly the minor scale.
 - Students may perform for the class at the discretion of the teacher.
- Improvisation
 - Give students a limited, age-appropriate set of pitches or rhythms to choose from
 - Preschool through second grade should focus on quarter notes and eighth notes and solfege Sol and Mi
 - Grades three through five should be given more complicated rhythms up to, and including, sixteenth notes and triplet and the full solfege scale
 - Set a steady beat for students to play from which can be increasingly more complex for older students
 - Students may perform on appropriate classroom instruments or with body percussion.

Unit Plan Title	Performing
Suggested Time Frame	Ongoing and Continuous

Overview / Rationale
<p>All students will have the opportunity to perform music, from various genres and cultural settings. The teacher will work with students to perform music through singing, vocalization of rhythmic speech pieces, and appropriate classroom music instruments. Students will perform for their peers as a class, given the opportunity to “get a taste” of an ensemble experience. Notation will be used at all grade levels using iconic notation in younger grades (Preschool to grade 1) and standard notation as students progress (grades 1 to 5), in addition to improvisatory experiences. Through performing music, both their own creation and the works of others, students will be encouraged to be confident performers and be able to participate in school ensembles.</p>

Stage 1 – Desired Results
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
<p style="text-align: center;">Preschool Teaching and Learning Standards (2014)</p> <p>Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.</p> <p>Standard 1.2: Children express themselves through and develop an appreciation of music.</p> <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.</p> <p>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts.</p>
New Jersey Student Learning Standards for Visual and Performing Arts (2020)

<i>PERFORMING</i>		
<u>Select.</u> <u>Analyze.</u> <u>Interpret</u>	Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 2:	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
	By the end of Grade 5:	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).

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<u>Rehearse</u> <u>Evaluate.</u> <u>Refine</u>	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 2:	1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
		1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
		1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
		1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
		1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
	By the end of Grade 5:	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.
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<u>Present</u>	Anchor Standard 6: Conveying meaning through art.	
	By the end of Grade 2:	1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
		1.3A.2.Pr6b: Perform appropriately for the audience and purpose
	By the end of Grade 5:	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.

National Core Art Standards for Music (2014)	
<i>PERFORMING</i>	
<u>Select,</u> <u>Analyze,</u> <u>Interpret</u>	Anchor Standard 4: Selecting, analyzing, and interpreting work.
<u>Rehearse,</u> <u>Evaluate,</u> <u>Refine</u>	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
<u>Present</u>	Anchor Standard 6: Conveying meaning through art.

<p>Essential Questions:</p> <p><i>Essential questions will be adapted to meet the appropriate standards for the specific grade level.</i></p> <ul style="list-style-type: none"> • How do performers select repertoire? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response?
<p>Enduring Understandings:</p> <p><i>Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.</i></p> <ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria

- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Knowledge:

Students will know:

- Iconic notation (PS to 1) or standard notation (1 to 5) for musicking
- Why having a knowledge of rhythmic and tonal patterns are important for music reading and performance
- Symbols for musical interpretation, expression, dynamics, and articulation
- The importance of performing with others
- That musical independence means the confidence to perform musical ideas independent of teacher assistance
- How to choose music for performance (instrumental or vocal), based on ability level, and other appropriate criteria
- Non-musical actions associated with a performance, such as equipment set up, dress code, audience behaviors, etc.
- Appropriate solfege syllables for singing, and learning to read music

Skills:

Students will be able to:

- Read iconic notation (PS to 1) or standard notation (1 to 5) for musicking
- Audiate, perform, and read various rhythm and tonal patterns that can then be applied to reading music for performance
- Select, rehearse, and perform music for, self, peers, and others
- Evaluate and refine musical performances, based on feedback from the teacher, peers, and self reflection
- In 3rd grade focus on learning technique for one appropriate pitched classroom music instrument: Orff instrument, pitched rhythm instrument, piano/keyboard, guitar-like instrument
- Apply various musical expressions and dynamics to a musical performance
- Perform rounds, partner songs, and two-part harmony within the context of a classroom performance
- Sing and use solfege syllables

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Career Awareness, Exploration, Preparation and Training (2020)

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Life and Literacies and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

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.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Making Connections to Careers

Ask students what they think is involved in these jobs/careers related to the performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Musician/Singer
- Conductor
- Dancer
- Performer (non-musical)
- Music producer
- Sound Engineer
- Advertising/Marketing

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

- Key Ideas and Details - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure - NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science And Design Thinking (2020)**Computer Science:**

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Design Thinking:

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.ETW.2: Identify the natural resources needed to create a product.

8.2.5.ED.1: Explain the functions of a system and its subsystems.

Student Resources

- Instruments for classroom music, such as rhythm sticks, tambourines, Boomwhackers, Orff instruments, hand chimes, and various auxiliary percussion instruments
- Harmonizing instruments such as piano, guitar-like instruments, and xylophones
- Sheet music
- Technology: Chrome Music Lab, music creation websites
- Other appropriate resources for student musicking, at the discretion of the instructor, with approval by the instructor
- *Music K-8*, series 2004-2015 by Music K-8, Plank Road Publishing Inc.

Teacher Resources**Texts:**

- Silver Burdett's *Making Music* Series - 2008 Edition
- Sheet music of various genres
- Rhythm and Tonal cards, displayed in the classroom and available for hands on use
- Related picture books

Technology:

- Smartboard or TV Monitor

- Document camera
- Appropriate keyboard for accompanying classroom music
- CDs and other pre-recorded music

Websites:

- Google Apps for Education
- Class Dojo
- Applications for recording and playing back music (such as Flipgrid)
- Chrome Music Lab
- Groove Pizza
- musictheory.net
- Spotify, YouTube, other sources of recorded music

Videos:

- Recordings related to musical topics, music history, and music making that meet appropriate level of standards, for example:
 - Koo Koo Kangaroo
 - The Learning Station
 - Dr. Jean
 - Super Simple Songs

Other various resources for student musicking, at the discretion of the instructor, with the approval of administration.

Stage 2 – Assessment Evidence

Formative Assessments:

- Teacher observation and assessment of student creations
- Teacher feedback
- Department-created rubrics

Performance Task(s):

- Documented student structured composition, through iconic notation (PK-1) and standard notation (1-5)
- Improvisations, within specific musical structures
- In-class performances for peers
- Self and peer critique of musical creations

Stage 3 – Learning Plan

The teacher will:

- Incorporate “Practices” into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. 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. For Music below are the practices:
 - Creating Practices: Imagine; Plan, Make; Evaluate, Refine
 - Performing Practices: Rehearse, Evaluate, Refine; Select, Analyze, Interpret; Present
 - Responding Practices: Select, Analyze; Evaluate; Interpret

- Connecting Practice: Interconnect
- Plan, Make, Refine recycled materials to create instruments and discuss how we can help the environment in regards to Climate Change
- Vocalize and refine their voice to sing specific tones/pitches for students
- Model rhythms, melodies, elements of music, etc. using multiple means of performance for students
- Develop rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
- Teaching specific musical concepts such as notes, rhythms, pitches, etc... that will encourage students to read and utilize notation systems, such as standard, pictorial, and other related systems.
- Educate and allow students to explore a variety of music styles and music learning throughout the world, i.e. music based on other tonal sets, rhythmic varieties, notations, instruments
- Work with students to develop criteria for successful performances in both musical performance and etiquette.
- Expose students to music of all genres, eras, styles, and culturally relevant musicians based on the students' likes and interests. provide time to analyze, evaluate, and interpret.
- Provide students with constructive feedback on their musical creations and performances, and teach students to do the same for peers and self. Provide opportunities to refine and interconnect.
- Discuss with students how to analyze and refine their musical creations and performances, based on teacher/self/peer feedback.
- Support students in singing with correct pitch and intonation. Teachers will lead students in singing in unison, partner songs, rounds and canons, and two-part harmonies.
- Encourage students to continue musical participation outside of the General Music Classroom, including school ensembles, summer enrichment programs, and community music opportunities.
- Support students to become life-long learners and appreciators of music.
- Discussion and introduction of works and performances by composers and performers of various backgrounds, ethnicities, and identities including, but not limited to:
 - Billy Porter
 - John Legend
 - Freddie Mercury
 - Yo-Yo Ma
 - Mariah Carey
 - Pyotr Ilyich Tchaikovsky
 - George Frideric Handel
 - Francis Poulenc
 - Camille Saint-Saëns
 - Coleridge-Taylor Perkinson
 - Julius Eastman
 - Scott Joplin
 - Demi Lovato

- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration

Suggested Learning Activities for Performing

Listed are suggested activities specific to Performing:

Students will select, analyze, interpret, rehearse, evaluate, refine, and present their work.

- Small-group performances for class
 - Students perform either printed sheet music or teacher-led compositions in small groups in front of a class of their peers.
 - Students should have time to rehearse and receive teacher feedback before performances.
 - Preschool through second grade should focus on in-tune singing and steady beat
 - Third through fifth grade classes should focus on teamwork, possible two-part harmonies, and performance etiquette.
- Improvisation
 - Give students a limited, age-appropriate set of pitches or rhythms to choose from
 - Preschool through second grade should focus on quarter notes and eighth notes and solfege Sol and Mi
 - Grades three through five should be given more complicated rhythms up to, and including, sixteenth notes and triplet and the full solfege scale
 - Set a steady beat for students to play from which can be increasingly more complex for older students
 - Students may perform on appropriate classroom instruments or with body percussion.

Unit Plan Title	Responding
Suggested Time Frame	Ongoing and Continuous

Overview / Rationale

All students will have the opportunity to respond to music, through constructive critique methods, and apply various criteria for analyzing. Students will listen and respond to their own musical performances (both music they created, and the music of others), and listen and respond to music. Students will be able to connect to music of the past, respond to the music of various historically and stylistically significant composers of various genres, and cultural backgrounds.

Stage 1 – Desired Results

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Preschool Teaching and Learning Standards (2014)

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Standard 1.2: Children express themselves through and develop an appreciation of music.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts.

New Jersey Student Learning Standards for Visual and Performing Arts (2020)

RESPONDING

<u>Select Analyze</u>	Anchor Standard 7: Perceiving and analyzing products.	
	By the end of Grade 2:	1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
		1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
	By the end of	1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences,

	Grade 5:	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).

<u>Interpret</u>	Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 2:	1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
	By the end of Grade 5:	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.

<u>Evaluate</u>	Anchor Standard 9: Applying criteria to evaluate products..	
	By the end of Grade 2:	1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
	By the end of Grade 5:	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.

National Core Art Standards for Music (2014)	
<i>RESPONDING</i>	
<u>Select, Analyze</u>	Anchor Standard 7: Perceiving and analyzing products.
<u>Interpret</u>	Anchor Standard 8: Interpreting intent and meaning.
<u>Evaluate</u>	Anchor Standard 9: Applying criteria to evaluate products.

Essential Questions:

Essential questions will be adapted to meet the appropriate standards for the specific grade level.

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?

Enduring Understandings:

Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Knowledge:

Students will know:

- Criteria for the evaluation of musical performances; both music performed by self/peers, and music performed by others. Students will also know how to develop and choose criteria based on the context of the performance.
- How to identify personal interest in specific musical genres, and explain why said interest exists.
- The various contrasts that exist in music, including but not limited to tempi, articulation, modality, expression, style, etc...
- How to respond to and evaluate performances by self and peers.
- How to refine and improve musical works.
- Musical and biographical information about historically significant composers and performers, from various genres and cultural backgrounds.

Skills:

Students will be able to:

- Choose criteria for the evaluation of musical performances, both music performed by self/peers, and music performed by others.
- Respond to musical performances, by describing them using specific musical terminology.
- Identify and describe music from various genres and cultural backgrounds.
- Identify in both notation (iconic P-1, standard 1-5) and hearing, various contrasts in music, including but not limited to tempi, articulation, modality, expression, style, etc...
- Record through digital means, evaluate and refine musical performances, based on student chosen criteria.
- Describe, and further research, musical and biographical information about historically significant composers and performers, from various genres and cultural backgrounds.

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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- Harmonizing instruments such as piano, guitar-like instruments, and xylophones
- Listening maps
- Sheet music
- Technology: Chrome Music Lab, music creation websites
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- Sheet music of various genres
- Rhythm and Tonal cards, displayed in the classroom and available for hands on use

- Related picture books
- Listening maps and visuals for specific music (ex. Debussy's *La Mer* - pictures of the ocean)

Technology:

- Smartboard or TV Monitor
- Document camera
- Appropriate keyboard for accompanying classroom music
- CDs and other pre-recorded music

Websites:

- Google Apps for Education
- Class Dojo
- Applications for recording and playing back music (such as Flipgrid)
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Other various resources for student musicking, at the discretion of the instructor, with the approval of administration.

Stage 2 – Assessment Evidence

Formative Assessments:

- Teacher observation and assessment of student creations
- Teacher feedback
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Performance Task(s):

- Documented student structured composition, through iconic notation (PK-1) and standard notation (1-5)
- Improvisations, within specific musical structures
- In-class performances for peers
- Self and peer critique of musical creations

Stage 3 – Learning Plan

The teacher will:

- Incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. 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. For Music below are the practices:

- Creating Practices: Imagine; Plan, Make; Evaluate, Refine
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- Responding Practices: Select, Analyze; Evaluate; Interpret
- Connecting Practice: Interconnect
- Plan, Make, Refine recycled materials to create instruments and discuss how we can help the environment in regards to Climate Change
- Vocalize and refine their voice to sing specific tones/pitches for students
- Model rhythms, melodies, elements of music, etc. using multiple means of performance for students
- Develop rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
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- Provide students with constructive feedback on their musical creations and performances, and teach students to do the same for peers and self. Provide opportunities to refine and interconnect.
- Discuss with students how to analyze and refine their musical creations and performances, based on teacher/self/peer feedback.
- Support students in singing with correct pitch and intonation. Teachers will lead students in singing in unison, partner songs, rounds and canons, and two-part harmonies.
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 - Francis Poulenc

- Camille Saint-Saëns
- Coleridge-Taylor Perkinson
- Julius Eastman
- Scott Joplin
- Demi Lovato
- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration

Suggested Learning Activities for Responding

Listed are suggested activities specific to Responding:

Students will select, analyze, interpret, and evaluate their work.

- Listening maps
 - Students will listen to a given piece of music and create a visual “listening map” based on listening alone.
 - Maps may include lines, pictures, colors, stickers, and anything else the teacher deems appropriate.
 - This activity may be scaffolded based on the age of the students.
 - Grades preschool through second grades will be given pre-printed listening maps to follow along to
 - Grades three through five will be able to make their own
- Movement activities
 - Students will listen to a piece of music of a particular feeling
 - They will have a certain amount of space to react and respond to that music by moving their body
 - Preschool through second grade students should be taught movement prior to
 - Grades three through five may need some prior instruction or reminder, but the ultimate goal would be to respond without teacher intervention

Unit Plan Title	Connecting
Suggested Time Frame	Ongoing and Continuous

Overview / Rationale

All students will have the opportunity to connect musical ideas and experiences with other applicable topics. This may include students’ personal lives and feelings, other curricular subjects, related current events, and history, as well as other appropriate situations/themes. Connections will be made individually, as well as in small groups to allow for various viewpoints.

Stage 1 – Desired Results

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Preschool Teaching and Learning Standards (2014)

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Standard 1.2: Children express themselves through and develop an appreciation of music.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts.

New Jersey Student Learning Standards for Visual and Performing Arts (2020)

CONNECTING

Interconnection

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

By the end of Grade 2:

1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

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

By the end of Grade 5:

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

Interconnection

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

	By the end of Grade 2:	1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. <ul style="list-style-type: none"> This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a
	By the end of Grade 5:	1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <ul style="list-style-type: none"> This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

National Core Art Standards for Music (2014)	
<i>CONNECTING</i>	
<u>Interconnection</u>	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
<u>Interconnection</u>	Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential Questions: <i>Essential questions will be adapted to meet the appropriate standards for the specific grade level.</i> <ul style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Enduring Understandings: <i>Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.</i> <ul style="list-style-type: none"> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> How composers vary their music to change the emotion and tone of the piece Musical connections to history and current events Relate personal compositions and performances to own feelings and emotions
Skills: <i>Students will be able to:</i> <ul style="list-style-type: none"> Specify the emotion of a piece based on the music theory found in sheet music and aural listening Relate music to cultures, events, and social skills

- Create personal compositions based on personal feelings and emotions

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

Career Awareness, Exploration, Preparation and Training (2020)

- 9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Life and Literacies and Key Skills (2020)

- 9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- 9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue
- 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.
- 9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.1:** Explain the need for and use of copyrights.
- 9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.4:** Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5:** Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Making Connections to Careers

Ask students what they think is involved in these jobs/careers related to the performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Musician/Singer
- Conductor
- Dancer
- Performer (non-musical)
- Music producer
- Sound Engineer
- Advertising/Marketing

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

New Jersey Student Learning Standards for Social Studies (2020):

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Computer Science And Design Thinking (2020)

Computer Science:

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Design Thinking:

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.ETW.2: Identify the natural resources needed to create a product.

8.2.5.ED.1: Explain the functions of a system and its subsystems.

Student Resources

- Instruments for classroom music, such as rhythm sticks, tambourines, Boomwhackers, Orff instruments, hand chimes, and various auxiliary percussion instruments
- Harmonizing instruments such as piano, guitar-like instruments, and xylophones
- Emoji worksheets
- Sheet music
- Technology: Chrome Music Lab, music creation websites
- Other appropriate resources for student musicking, at the discretion of the instructor, with approval by the instructor
- *Music K-8*, series 2004-2015 by Music K-8, Plank Road Publishing Inc.

Teacher Resources

Texts:

- Silver Burdett's *Making Music* Series - 2008 Edition
- Sheet music of various genres
- Rhythm and Tonal cards, displayed in the classroom and available for hands on use
- Related picture books

Technology:

- Smartboard or TV Monitor
- Document camera
- Appropriate keyboard for accompanying classroom music
- CDs and other pre-recorded music

Websites:

- Google Apps for Education
- Class Dojo
- Applications for recording and playing back music (such as Flipgrid)
- Chrome Music Lab
- Groove Pizza
- musictheory.net
- Spotify, YouTube, other sources of recorded music

Videos:

- Recordings related to musical topics, music history, and music making that meet appropriate level of standards, for example:
 - Koo Koo Kangaroo
 - The Learning Station
 - Dr. Jean
 - Super Simple Songs

Other various resources for student musicking, at the discretion of the instructor, with the approval of administration.

Stage 2 – Assessment Evidence

Formative Assessments:

- Teacher observation and assessment of student creations
- Teacher feedback
- Department-created rubrics

Performance Task(s):

- Documented student structured composition, through iconic notation (PS-1) and standard notation (1-5)
- Improvisations, within specific musical structures
- In-class performances for peers
- Self and peer critique of musical creations

Stage 3 – Learning Plan

The teacher will:

- Incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. 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. For Music below are the practices:
 - Creating Practices: Imagine; Plan, Make; Evaluate, Refine
 - Performing Practices: Rehearse, Evaluate, Refine; Select, Analyze, Interpret; Present
 - Responding Practices: Select, Analyze; Evaluate; Interpret
 - Connecting Practice: Interconnect
- Plan, Make, Refine recycled materials to create instruments and discuss how we can help the environment in regards to Climate Change
- Vocalize and refine their voice to sing specific tones/pitches for students
- Model rhythms, melodies, elements of music, etc. using multiple means of performance for students
- Develop rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
- Teaching specific musical concepts such as notes, rhythms, pitches, etc... that will encourage students to read and utilize notation systems, such as standard, pictorial, and other related systems.
- Educate and allow students to explore a variety of music styles and music learning throughout the world, i.e. music based on other tonal sets, rhythmic varieties, notations, instruments
- Work with students to develop criteria for successful performances in both musical performance and etiquette.
- Expose students to music of all genres, eras, styles, and culturally relevant musicians based on the students' likes and interests. provide time to analyze, evaluate, and interpret.
- Provide students with constructive feedback on their musical creations and performances, and teach students to do the same for peers and self. Provide opportunities to refine and interconnect.
- Discuss with students how to analyze and refine their musical creations and performances, based on teacher/self/peer feedback.
- Support students in singing with correct pitch and intonation. Teachers will lead students in singing in unison, partner songs, rounds and canons, and two-part harmonies.
- Encourage students to continue musical participation outside of the General Music Classroom, including school ensembles, summer enrichment programs, and community music opportunities.
- Support students to become life-long learners and appreciators of music.
- Discussion and introduction of works and performances by composers and performers, including, but not limited to:
 - Billy Porter
 - John Legend
 - Freddie Mercury
 - Yo-Yo Ma
 - Mariah Carey

- Pyotr Ilyich Tchaikovsky
- George Frideric Handel
- Francis Poulenc
- Camille Saint-Saëns
- Coleridge-Taylor Perkinson
- Julius Eastman
- Scott Joplin
- Demi Lovato
- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration

Suggested Learning Activities for Connecting

Listed are suggested activities specific to Connecting:

Students will interconnect various topics in their work.

- Emoji color-ins
 - Students will have a paper filled with various emojis
 - They will color in the emoji(s) that connect with the emotion of the music
 - Preschool through second grade can also be printed so they can point to the emoji
 - Third through fifth grade should have their own individual emojis to work with to circle and color
- History/Current Events Soundtrack
 - Students will be assigned a specific event, whether from the past or recent
 - They must pick music, from a pre-made list, that connects to the event
 - Explanation will be required for each song
 - Preschool through second grade should be more general situations and events such as music, for example music for nighttime or music for a parade
 - Grades three through five should be more specific and can use current and past events

Accommodations and Modifications:

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview musical vocabulary
- Repeat, reword, and clarify directions
- Have students repeat directions
- Use of small group instruction or centers
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills and playing techniques to be mastered
- Extended time to complete task/assignment/work/playing assignment
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives

- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments, tests, and musical compositions
- Provide regular home/school communication
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview musical vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and playing techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency

- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills and playing techniques to be mastered
- Extended time
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)
- Create musical compositions with little to no guidance

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole ensemble, a small group, or with a partner, temporary groups are created

Additional Accommodations and Modifications Guidance for Performing Arts:

- Teaching Music Lessons to Students with Special Needs
<https://nafme.org/teaching-lessons-children-special-needs/>
- Engaging All Types of Learners in the Music Classroom
<https://nafme.org/engaging-all-types-of-learners-in-the-music-classroom/>
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs
<https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- An Adaptation Tool Kit for Teaching Music
<https://files.eric.ed.gov/fulltext/EJ879595.pdf>
- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers
<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>

NEPTUNE CITY SCHOOL DISTRICT

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