

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Music



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: General Music	
Course Title: General Music	
Grade Level: Grade 5	
Unit Title	Pacing Guide in Days
Music Literacy	18 days (1 day per week)
Integrating Musical Concepts	18 days (1 day per week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: General Music	
Unit Title: Music Literacy	Duration: 18 days (1 day per week)
Target Course/Grade Level: Grade 5	

Introduction:

In this unit, students will engage in a variety of musical activities designed to deepen their understanding of music theory, performance, and creativity. Through both group and individual singing and instrumental playing, students will refine their technical skills and musical expression. They will explore key musical elements such as steady beat, rhythm, tempo, dynamics, and melodic contour, developing the ability to identify and apply these concepts in their own performances.

Students will also experiment with improvisation and composition, creating original rhythmic and melodic phrases. Movement will be incorporated as a tool to internalize and demonstrate

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musical ideas. As their knowledge of notation expands, students will learn to recognize notes on the treble clef and begin to read music with greater fluency.

An important focus of this unit is cultivating self-reflection and critical listening skills. Students will learn to evaluate their own performances based on established criteria, fostering persistence and openness to growth. They will also develop an awareness of how cultural, historical, and personal contexts influence both the creation and interpretation of music.

Throughout the unit, students will explore how musicians make creative decisions and select repertoire that reflects their skills and expressive intentions. They will gain insight into the dynamic relationship between performers and audiences, considering how presentation impacts reception.

By the end of this unit, students will be able to connect their personal experiences and interests to music, understanding how music relates to other arts, disciplines, and everyday life. This comprehensive approach equips them with the tools to become thoughtful, expressive musicians and engaged listeners.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the

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information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>
New Jersey Student Learning Standards for Visual and Performing Arts**

Anchor Standards:	Performance Expectations	Practice
Anchor Standard 1: Generating and conceptualizing ideas	1.3A.5.Cr1a: Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and	Imagine

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	chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).	
Anchor Standard 2: Organizing and developing ideas	<p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>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.</p>	Plan, Make
Anchor Standard 3: Refining and completing products	<ul style="list-style-type: none"> • 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. 	Evaluate, Refine
Anchor Standard 4: Selecting, analyzing, and interpreting work.	<p>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.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for</p>	Select, Analyze, Interpret

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	<p>performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p>	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	<ul style="list-style-type: none"> ● 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. 	Rehearse, Evaluate, Refine
Anchor Standard 6: Conveying meaning through art	<p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	Rehearse, Evaluate, Refine
Anchor Standard 7: Perceiving and analyzing products	<ul style="list-style-type: none"> ● 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, 	Select, Analyze

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	<p>experiences, purposes, or contexts.</p> <ul style="list-style-type: none"> • 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). 	
Anchor Standard 8: Interpreting intent and meaning	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.	Interpret
Anchor Standard 9: Applying criteria to evaluate products	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.	Evaluate
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	Interconnection
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Interconnection
<p>New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs</p>		
<p>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		

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C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<ul style="list-style-type: none"> An individual’s passions, aptitude and skills can affect his/her employment and earning potential. 	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
<ul style="list-style-type: none"> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. 	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
<ul style="list-style-type: none"> Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. 	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Recognize and name various musical instruments.
- Demonstrate accurate singing both solo and with peers.
- Apply proper playing techniques on a variety of instruments.
- Maintain a consistent pulse or steady beat during musical activities.
- Interpret and explain differences between rhythm and beat.
- Use body movements to express musical ideas such as tempo and pitch.
- Identify tempo, dynamics, and the shape of melodies in music.
- Perform rhythmic sequences and simple melodic phrases.
- Create and experiment with original rhythmic and melodic patterns.
- Improvise short rhythmic and melodic ideas spontaneously.
- Play instruments individually and collaboratively within a group.
- Read and identify notes on the treble clef staff.
- Assess their own musical performances using teacher-provided guidelines.

Unit Enduring Understandings:

Students will know...

- Musicians draw inspiration from many different ideas, emotions, and experiences.
- Expertise, environment, and purpose shape how musicians make creative choices.
- Selecting music to perform involves considering skill level, audience, and context.
- Musicians continually reflect on and improve their work by welcoming feedback and revising accordingly.
- Criteria for evaluating performances vary depending on culture, time period, and setting.
- Listeners' responses to music are influenced by their personal background and understanding of the music's context.
- Musical elements and structures reveal the intentions and feelings behind a composition or performance.
- Personal interests and life experiences influence how musicians create, perform, and interpret music.

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Unit Essential Questions:

- In what ways do musicians come up with new ideas?
- How do artists decide which creative paths to follow?
- What determines when a piece or performance is ready to be shared with others?
- How do listeners choose the music they enjoy and understand it better?
- How can we recognize what the composer or performer is trying to express through music?
- What factors guide musicians in choosing their repertoire?
- How do musicians refine their skills to enhance their performances?
- How do connections between music and other arts or daily experiences enrich the creative process?
- How do we fairly evaluate music and performances from different times and cultures?

Instructional Plan

Students will participate in musical activities with the goal of developing musical literacy and performance skills. Suggested activities include:

- sing songs from many times and places
- sing in two part harmony
- sing partner songs
- perform beat, rhythm, and melody on various instruments
- explore harmony using various instruments
- use movement to demonstrate rhythm, form, and expression
- perform various note and rhythm reading activities
- demonstrate understanding of treble clef staff notation through performance (singing and playing instruments)
- read and perform rhythms including whole notes, half notes, quarter notes, eighth notes, quarter rests, half rests, and sixteenth notes
- students will demonstrate basic techniques on instruments such as keyboards, guitars, non-pitched percussion instruments, and pitched percussion instruments
- improvise rhythmic and melodic phrases
- create rhythmic and melodic phrases
- self evaluate based on criteria from the teacher

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher made assessments

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Benchmark Assessments:

- Performances

Alternative Assessments:

- Based on IEP or 504 as needed

Performance Tasks:

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance
- Students will demonstrate rhythms through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Provide visuals, color coding, and graphic organizers for music symbols and patterns.
 - Pre-teach and review music vocabulary (rhythm, dynamics, tempo, pitch).
 - Use teacher modeling and guided practice for new skills.
 - Provide small-group or one-on-one instruction.
 - Assign a peer “buddy” for support in group activities.
 - Offer preferential seating near teacher or instruments.
 - Allow extra response and processing time.
 - Provide extended time for practice, creation, or performance.
 - Break down multi-step music tasks (e.g., reading notation, clapping, playing) into smaller parts.
 - Accept oral, visual, or recorded demonstrations instead of written responses.
 - Provide adapted instruments or technology supports when needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice, projects, and performances.
 - Offer small-group or quiet settings for rehearsals or assessments.
 - Provide preferential seating.
 - Accept oral, visual, or recorded demonstrations of learning.
 - Provide adapted instruments, technology, or communication devices.
-

Students at Risk of Failure

- Provide visuals, demonstrations, and repeated modeling of tasks.
- Pre-teach and reinforce key vocabulary.
- Provide step-by-step directions with frequent teacher check-ins.
- Pair students with peer tutors or supportive partners.

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- Offer preferential seating near teacher or materials.
 - Break tasks into manageable steps with clear goals.
 - Use choral or group performance to build confidence.
 - Offer frequent positive reinforcement.
-

Gifted and Talented

- Ask higher-order questions about music (e.g., “How would changing the tempo affect the mood?”).
 - Encourage improvisation and composition opportunities.
 - Provide enrichment through advanced instruments, notation, or music technology.
 - Offer choice in projects, songs, or performance styles.
 - Allow leadership roles such as leading warm-ups, conducting, or teaching peers.
 - Provide opportunities for solo or ensemble performance.
 - Integrate cross-curricular enrichment (e.g., history of composers, science of sound).
 - Encourage independent or extended projects (composing, recording, researching).
 - Allow reflective journals, critiques, or artist statements about their work.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and diagrams for directions.
 - Pre-teach vocabulary with pictures, realia, and audio models.
 - Provide bilingual glossaries or word banks when possible.
 - Use sentence frames for performance reflection (e.g., “The music sounded ____,” “I played __ using __”).
 - Allow extended time for tasks.
 - Accept oral, recorded, or partner responses instead of written work.
 - Scaffold critiques and reflections with structured prompts.
-

Diversity and Inclusion

- Include music and traditions from diverse cultures.
- Involve families by sharing songs or musical traditions.
- Provide alternative participation options (movement, percussion, or digital tools).
- Use clear, simple directions and avoid slang/idioms.
- Establish inclusive norms for group performance and critique.
- Provide sufficient wait time for responses.
- Celebrate and respect all forms of musical expression.

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- Build a safe, structured classroom environment that values creativity and collaboration.

Supplemental Resources

- Musicplayonline.com
- Various performance materials
- Littlekidsrock.org
- Chrome Music Lab
- Classroom instruments

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: General Music

Unit Title: Integrating Musical Concepts

Duration: 18 days (1 day per week)

Target Course/Grade Level: Grade 5

Introduction:

In this unit, students will actively engage in diverse musical experiences designed to deepen their understanding of music literacy and enhance their performance abilities. Through singing, instrumental practice, and movement, learners will explore foundational concepts such as rhythm, melody, dynamics, and musical form. They will develop technical skills on various instruments both individually and collaboratively, while strengthening their ability to keep a steady beat and interpret musical expression.

Students will cultivate critical listening and analytical skills by identifying elements like tempo and melodic contour, distinguishing between beat and rhythm, and improvising original rhythmic and melodic phrases. Additionally, they will practice reading musical notation, including notes on the treble clef, and learn to evaluate their own performances with guidance from the teacher.

Throughout this unit, students will explore how creative ideas emerge from personal experiences and cultural contexts, and how musicians make artistic choices influenced by

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their skills and expressive goals. They will learn that musical performance is shaped not only by technical skill but also by the audience and cultural setting. By examining these connections, students will develop a deeper appreciation of music as a dynamic form of communication that reflects individual and shared human experiences.

This unit encourages learners to make meaningful connections between music and other disciplines, fostering creativity, collaboration, and a lifelong engagement with the arts.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Anchor Standard 2: Organizing and developing ideas	1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express	Anchor Standard 2: Organizing and developing ideas

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	<p>intent. Explain connection to purpose and context.</p> <p>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.</p>	
<p>Anchor Standard 3: Refining and completing products</p>	<ul style="list-style-type: none"> ● 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. 	<p>Anchor Standard 3: Refining and completing products</p>
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	<p>performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p>	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	<ul style="list-style-type: none"> ● 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. 	Rehearse, Evaluate, Refine
Anchor Standard 6: Conveying meaning through art	<p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	Rehearse, Evaluate, Refine
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<p>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>D. Interpret figurative language, including similes and metaphors, in context.</p>		

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<p>E. Recognize and explain the meaning of common idioms, adages, and proverbs. F. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
<p>SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	
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<ul style="list-style-type: none"> An individual’s passions, aptitude and skills can affect his/her employment and earning potential. 	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>
<ul style="list-style-type: none"> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. 	<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>
<ul style="list-style-type: none"> Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. 	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<p>Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).</p>	<p>8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.</p>
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
Core Ideas	Performance Expectations (Identified with Standard

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Number and Statement)	
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none">● Explore and perform melodies both solo and in group settings.● Develop and apply correct playing techniques on a variety of musical instruments.● Maintain a consistent pulse throughout different musical pieces.● Identify and explain changes in speed, volume, and melodic shape in music.● Create and experiment with their own simple rhythmic and melodic ideas.● Recognize and categorize different musical instruments by sound and appearance.● Distinguish between the concepts of rhythm and steady beat in musical contexts.● Use body movements to express musical ideas and reinforce understanding.● Accurately read and identify notes within the treble clef.● Perform rhythmic sequences and short musical phrases with precision.● Improvise original rhythmic and melodic patterns during musical activities.● Assess their own performances using guidelines provided by their teacher.● Collaborate to play instruments in ensemble and solo performances.
<p>Unit Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none">● Musicians' inspiration comes from many different sources including feelings, experiences, and cultural backgrounds.● The choices musicians make reflect their skills, the context of the music, and the emotions they wish to convey.● Artistic growth happens through evaluating and revising one's work with patience and openness to feedback.● Selection of music for performance is influenced by knowledge of the music, technical ability, and the setting where it will be shared.● How a musical piece is presented affects how audiences respond to and interpret it.● The meaning behind music is often communicated through musical elements and structures.● Personal connections to music enrich the process of creating, performing, and listening.

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- Musical preferences and responses are shaped by social, historical, and cultural factors.

Unit Essential Questions:

- In what ways do musicians come up with new creative ideas?
- How do musicians refine their skills and enhance the quality of their performances?
- What determines when a musical piece is ready for public presentation?
- How do different environments and contexts affect the way music is experienced?
- How can we interpret the emotions and messages musicians convey through their work?
- What criteria help us evaluate the success of musical compositions and performances?

Instructional Plan

Students will participate in musical activities with the goal of developing musical literacy and performance skills. Suggested activities include:

- sing songs from many times and places
- sing in two part harmony
- sing partner songs
- perform beat, rhythm, and melody on various instruments
- explore harmony using various instruments
- use movement to demonstrate rhythm, form, and expression
- perform various note and rhythm reading activities
- read and perform rhythms including whole notes, half notes, quarter notes, eighth notes, quarter rests, half rests, sixteenth notes, and various dotted rhythms and syncopated rhythms
- students will demonstrate basic techniques on instruments such as keyboards, guitars, non-pitched percussion instruments, and pitched percussion instruments
- improvise rhythmic and melodic phrases
- create rhythmic and melodic phrases
- self evaluate based on criteria from the teacher

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher made assessments

Benchmark Assessments:

- Performances

Alternative Assessments:

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- Based on IEP or 504 as needed

Performance Tasks:

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Provide visuals, color coding, and graphic organizers for music symbols and patterns.
 - Pre-teach and review music vocabulary (rhythm, dynamics, tempo, pitch).
 - Use teacher modeling and guided practice for new skills.
 - Provide small-group or one-on-one instruction.
 - Assign a peer “buddy” for support in group activities.
 - Offer preferential seating near teacher or instruments.
 - Allow extra response and processing time.
 - Provide extended time for practice, creation, or performance.
 - Break down multi-step music tasks (e.g., reading notation, clapping, playing) into smaller parts.
 - Accept oral, visual, or recorded demonstrations instead of written responses.
 - Provide adapted instruments or technology supports when needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice, projects, and performances.
 - Offer small-group or quiet settings for rehearsals or assessments.
 - Provide preferential seating.
 - Accept oral, visual, or recorded demonstrations of learning.
 - Provide adapted instruments, technology, or communication devices.
-

Students at Risk of Failure

- Provide visuals, demonstrations, and repeated modeling of tasks.
- Pre-teach and reinforce key vocabulary.
- Provide step-by-step directions with frequent teacher check-ins.
- Pair students with peer tutors or supportive partners.
- Offer preferential seating near teacher or materials.
- Break tasks into manageable steps with clear goals.
- Use choral or group performance to build confidence.

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- Offer frequent positive reinforcement.
-

Gifted and Talented

- Ask higher-order questions about music (e.g., “How would changing the tempo affect the mood?”).
 - Encourage improvisation and composition opportunities.
 - Provide enrichment through advanced instruments, notation, or music technology.
 - Offer choice in projects, songs, or performance styles.
 - Allow leadership roles such as leading warm-ups, conducting, or teaching peers.
 - Provide opportunities for solo or ensemble performance.
 - Integrate cross-curricular enrichment (e.g., history of composers, science of sound).
 - Encourage independent or extended projects (composing, recording, researching).
 - Allow reflective journals, critiques, or artist statements about their work.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and diagrams for directions.
 - Pre-teach vocabulary with pictures, realia, and audio models.
 - Provide bilingual glossaries or word banks when possible.
 - Use sentence frames for performance reflection (e.g., “The music sounded ____,” “I played __ using __”).
 - Allow extended time for tasks.
 - Accept oral, recorded, or partner responses instead of written work.
 - Scaffold critiques and reflections with structured prompts.
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Diversity and Inclusion

- Include music and traditions from diverse cultures.
- Involve families by sharing songs or musical traditions.
- Provide alternative participation options (movement, percussion, or digital tools).
- Use clear, simple directions and avoid slang/idioms.
- Establish inclusive norms for group performance and critique.
- Provide sufficient wait time for responses.
- Celebrate and respect all forms of musical expression.
- Build a safe, structured classroom environment that values creativity and collaboration.

Supplemental Resources

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- Musicplayonline.com
- Various performance materials
- Littlekidsrock.org
- Chrome Music Lab
- Classroom instruments

Teacher Notes