

INSTRUCTIONAL AREA	CONTENT	OBSERVABLE PROFICIENCIES	NJCCCS	ASSESSMENT
Rhythm	Beat	Identify and distinguish between Beat, offbeat, upbeat	1.1.2A3, 1.2.4B1, 1.2.4B3, 1.4	Classroom discussion, performance based assessment
	Duration	Identify and Perform all previously learned rhythms plus eight-quarter-eighth syncopation, dotted quarter -eighth and eighth-dotted quarter patterns	1.1.2A3, 1.2.4B1, 1.2.4B3, 1.4	Performance based assessment, written assessment Rubrics
	Meter	Recognize meters in 2/4, 3/4, 4/4 , 6/8	1.1.2A3,1.2.4B1,1.4	Performance based assessment, aural assessment Rubrics
		Recognize time signatures of 2/4, 3/4, 4/4, 6/8	1.1.2A3,1.2.4B1,1.4, 4.5C3	Performance based assessment, aural assessment Rubrics
	Pattern	Identify and perform rhythmic ostinati	1.1.2A3, 1.2.4B1, 1.2.4B3, 1.4, 4.3.4A1	Performance based assessment Rubrics
		Identify and perform dotted rhythms	1.1.2A3,1.2.4B1, 1.2.4B3,1.4, 4.1.3A1, 4.5C3	Performance based assessment, teacher observation, written assessment Rubrics
		Identify and perform rhythm combinations using known note values	1.1.2A3, 1.2.4B1, 1.2.4B3,1.4	Written assessment, performance based assessment Rubrics
Expression	Dynamics	Identify and perform crescendo and decrescendo	1.1.2A3,1.2.4B4,1.4	Written assessment, performance based assessment
		Identify and demonstrate changes in dynamics	1.1.2A3,1.2.4B4,1.4	Written assessment, performance based assessment
		Identify <i>pp</i> , <i>p</i> , <i>f</i> and <i>ff</i>	1.1.2A3,1.2.4B4,1.4	Written assessment, performance based assessment
		Identify and perform dynamics as expressive elements within larger pieces of music	1.1.2A3,1.2.4B4,1.4	Classroom discussion, performance based assessment Rubrics
		Identify and perform subito changes in dynamic level	1.1.2A3,1.2.4B4,1.4	Classroom discussion, performance based assessment
	Tempo	Identify and demonstrate Allegro, Adagio, Moderato, Andante, Lento, Presto	1.1.2A3,1.2.4B4,1.4	classroom discussion, performance based assessment
		Identify and perform subito changes in tempo	1.1.2A3,1.2,1.4	Written assessment, classroom discussion, performance based assessment
		Identify and demonstrate accelerando and ritardando	1.1.2A3,1.2.4B4,1.4	Performance based assessment,

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				visual identification and assessment
		Identify and perform changes in tempo as expressive elements within larger pieces of music	1.1.2A3,1.2.4B4,1.4	Classroom discussion, performance based assessment
	Articulation	Identify and differentiate between legato and staccato	1.1.2A3,1.2.4B4,1.4	Classroom discussion, performance based assessment, written assessment
		Identify and perform accents	1.1.2A3,1.2,1.4	Classroom discussion, performance based assessment, written assessment
		Identify and perform slurs	1.1.2A3,1.2,1.4	Classroom discussion, performance based assessment, written assessment
		Identify and perform articulations as expressive elements within larger pieces of music	1.1.2A3,1.2.4B4,1.4	Classroom discussion, performance based assessment, written assessment
		Identify and perform appropriate phrasing within a larger piece of music	1.1.2A3,1.2.4B4,1.4	Classroom discussion, written assessment, teacher observation
Melody	Pitch & Direction	Recognize melodic imitation	1.1,1.2.4B2,1.4	Visual assessment, aural assessment, classroom discussion
		Recognize melodic direction	1.1,1.2.4B2,1.4	Visual assessment, aural assessment, classroom discussion
		Recognize melodic sequence	1.1,1.2.4B2,1.4	Visual assessment, aural assessment, classroom discussion
		Recognize and differentiate between intervals - step, skip, repeat	1.1.2A3,1.2.4B1,1.4	Written assessment, aural assessment
		Identify pitch letter names	1.1.2A3,1.2,1.4	Written assessment, oral assessment
	Pattern	Aurally and visually identify motive	1.1,1.2,1.4	Aural assessment, visual assessment, classroom discussion
		Aurally and visually identify theme	1.1,1.2,1.4	Aural assessment, visual assessment, classroom discussion
		Aurally and visually identify melodic ostinato.	1.1,1.2.4B3,1.4, 4.3.4A1	Aural assessment, visual assessment, classroom discussion, performance based assessment
		Aurally and visually identify melodic sequence	1.1,1.2.4B3,1.4,	Aural assessment, visual assessment, classroom discussion, performance based assessment

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Form	Section	Identify introduction and coda	1.1,1.2.4B3,1.4, 4.3.2A1	Classroom discussion, visual identification within a piece of music, performance based assessment
		Identify verse/refrain form	1.1,1.2.4B3,1.4, 4.3.2A1	Classroom discussion, visual identification within a piece of music, performance based assessment
		Identify 1 <sup>st</sup> and 2 <sup>nd</sup> endings	1.1,1.2.4B3,1.4, 4.3.2A1	Classroom discussion, visual identification within a piece of music, performance based assessment
		Identify D.C. al Fine and D.S. al Fine	1.1,1.2.4B3,1.4, 4.3.2A1	Classroom discussion, visual identification within a piece of music, performance based assessment
		Identify forms of AB, ABA and AABA	1.1,1.2.4B3,1.4, 4.3.2A1	Classroom discussion, listening maps, written assessment
		Identify Rondo form	1.1,1.2.4B3,1.4, 4.3.2A1	Classroom discussion, listening maps, written assessment
	Composite	Recognize a symphony and movements	1.1,1.2, 1.3, 1.4	Classroom discussion, written discussion, writing prompts
History & Appreciation		Experience significant composers and compositions from a variety of time periods and cultures	1.1, 1.3, 1.4, 1.5, 6.2.4E1, 6.2.4E8, 6.2.4E9, 6.4.4A5, 9.1.4A2, 9.2.4B4	Classroom discussion, verbal assessment, aural assessment as appropriate
Instruments		Performance on classroom instruments	1.1, 1.3, 1.4, 1.5, 9.1.4B3	Classroom discussion, written assessment,
Vocal Performance	Conductor	Students will follow a conductor's cues for starting and stopping music	1.2	Demonstration in rehearsal and performance setting, classroom discussion
		Students will follow a conductor's cues for tempo	1.2	Demonstration in rehearsal and performance setting, classroom discussion
	Ensembles	Students will perform in class solos, duets, trios and other small ensembles	1.2	Teacher assessment of in-class performances Rubrics
		Students will participate in large vocal ensemble rehearsals and performances (performances by student choice)	1.2	Demonstration in rehearsal and performance setting, classroom discussion

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				Rubrics
		Students will demonstrate proper concert etiquette	13, 1.5	Demonstration in rehearsal and performance setting, classroom discussion Rubrics
		Students will constructively critique their own and other students' performances	1.4	Classroom discussion, rubrics, writing prompts Rubrics