

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 5 Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence

Content Area	Vocal Music	Course Title/Grade Level:	Grade 5
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Singing/Vocal Performance	8
<u>Topic/Unit #2</u>	Listening and Responding	5
<u>Topic/Unit #3</u>	Instrumental Performance	8
<u>Topic/Unit #4</u>	Reading and Writing - Melodic & Rhythmic notation with expression marks	7

Topic/Unit 1 Title	Singing and Vocal Performance	Approximate Pacing	8
STANDARDS			
NJSLS (VPA - Music)			
<p>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).</p> <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.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 performance.</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> <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> <p>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.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health and Phys. Ed</p> <p>2.2.6.A.1 - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.B.3 - Determine how conflicting interests may influence one's decisions</p> <p>ACTIVITY: Students will use healthy voice technique and production for continued safe vocal practices.</p> <p>Social Studies</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>ACTIVITY: Students discuss the opportunities discussed from Fifty Nifty</p>	

<p>6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs and laws.</p> <p>World Language</p> <p>7.1.1L.A.8- Compare and contrast unique linguistic elements in English and the target language.</p>	
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>ACTIVITY: While using various musical platforms (but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs, Teacher developed flash cards) learning, troubleshooting and navigating through multiple musical sites students, will complete musical tasks.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence</p> <p>ACTIVITY: Students will use “Flip Grids” to demonstrate personal devices for recording purposes.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Why is proper vocal technique important? How does posture affect vocal tone? What are the differences between talking and singing? What is the anatomy of the voice? What is solfa and how is it used in singing? What is the proper behavior for performers and audiences?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know: Understand the parts of the body responsible for producing vocal sounds. The techniques used for increasing volume and resonance when singing. The creation of the solfa system. Identify basic intervallic patterns using solfa. Appropriate performance etiquette</p>	<p>Students will be able to: Demonstrate proper posture necessary for good vocal tone. Perform vocal warm up exercises. Demonstrate diaphragmatic breathing through breathing exercises Sing Songs from varying cultures and time periods using proper linguistics and pronunciations Perform songs in call and response forum using proper vocal technique. Perform basic intervallic patterns using solfa. Appropriately respond to the performances of others.</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes Performance at grade level concert</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist Inquiry based activities Exploratory discovery Computer simulation Differentiated assignments based on readiness, ability, and interest Songs for vocabulary Virtual Field Trips Show what you know</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Performance at grade level concert Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs Teacher developed flash cards</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>

grade level standards; given 2-3 X per year)	Self-directed performance platforms (http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html , http://www.musictechteacher.com/) http://www.pbs.org/riverofsong/teachers/ext4.html
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: http://www.musictechteacher.com www.musicalive.com www.musick8.com www.silverburdettmusicconnections.com	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Listening and Responding	Approximate Pacing	5
STANDARDS			
NJSLS (VPA - Music)			
<p>1.1.5 B.1 - Identify the elements of Music in response to oral prompts and printed music notation on all systems.</p> <p>1.1.5.B.2 - Recognize works of dance, music, theater, and visual art as a reflection of societal values and beliefs.</p> <p>1.3.5.A.1 - perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy and accurately transfer rhythmic patterns from the auditory to the kinesthetic.</p> <p>1.2.5.A.3 - determine the impact of significant contributions of individual artists in dance, music, theatre visual art from diverse cultures throughout history.</p> <p>1.3.5.B.4 - to code how the elements of Music are used to achieve unity and variety, tension and release, and balance in musical composition.</p> <p>1.4.5.A.1 - employ basic, discipline-specific Arts terminology to categorize works of dance, music, theatre and visual art according to established classifications.</p> <p>1.4.5.A.2 - make informed aesthetic responses to artworks based on structural Arrangement and personal cultural and historical points of you.</p> <p>1.4.5.B.3 - use discipline-specific Parts terminology and evaluate the strengths and weaknesses of works of dance music theatre and visual art.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health and Physical Education</p> <p>2.2.6.C.3 - Develop ways to proactively include peers with disabilities at home, at school and in communication activities.</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities).</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>Activity: Students will collaborate to create an “Ostinato” in groups to perform with the 5th grade song: “ UNDER THE SEA”</p>	

<p>2.5.6.A.3 - Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social and fitness dance)</p> <p>World Language 7.1.II.A.8 - Compare and contrast unique linguistic elements in English and the target language 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target cultures. 7.1.NM.C.2 - Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits.</p> <p>Science 5.2.6.E.3 - Demonstrate and explain the frictional force acting on an object with the use of a physical model.</p> <p>ACTIVITY: Students will use proper voice inflections while working on 5th grade songs; imitating teacher model</p>	
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>Activity: Students will use google slides to prepare and complete “Game On”</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p> <p>Activity: Students will share and collaborate in small groups options for creating, and composing 8 beat ostinato</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Can music define a culture?</p>	

<p>How is music used as a form of communication? Can music bring about societal change? How does society's view of a composer change the way they write their music? Does the language of music transcend cultures?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Characteristics of songs from different cultures and time periods. Examples of American folk songs.</p>	<p>Students will be able to: Discuss the meaning of song lyrics in the context of the time period it was written. Sing work songs and analyze their use in performing particular tasks. Sings songs from varying cultures and time periods. Perform songs in a non-native language Participate in class discussions about cultural elements present in musical examples. Determine the time signature in popular musical examples. Analyse how lyrics have changed throughout time. Discuss and perform American folk music and dances. Compare and contrast musical examples from different time periods Identify how technology has impacted the creation and performance of music.</p>
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<p>Rubric Notes Performance at grade level concert</p>
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<p>Teacher observation Anecdotal records Checklist Inquiry based activities Exploratory discovery Computer simulation Differentiated assignments based on readiness, ability, and interest</p>

	<p>Songs for vocabulary Virtual Field Trips Show what you know</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Performance at grade level concert Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs Teacher developed flash cards</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year. Self-directed performance platforms (http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html, http://www.musictechteacher.com/) http://www.pbs.org/riverofsong/teachers/ext4.html</p>
RESOURCES	
<p>Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series</p>	
<p>Supplemental materials: http://www.musictechteacher.com www.musicalive.com www.musick8.com www.silverburdettmusicconnections.com</p>	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 3 Title	Instrumental Performance	Approximate Pacing	8
STANDARDS			
NJSLS (VPA - Music)			
<p>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).</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>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.</p> <p>1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</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 performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <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>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health and physical education 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos rhythms and music. ACTIVITIES: Participation in coordinated group activity featuring largo, andante and presto tempo markings.</p> <p>Social Studies</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	

<p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>ACTIVITY: Continued participation in school based music programs allows for continued growth and options in future years.</p>
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>ACTIVITY: While using various musical platforms (but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs, Teacher developed flash cards) learning, troubleshooting and navigating through multiple musical sites, students will complete musical tasks, including recording musical performances.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence</p> <p>ACTIVITY: 5th Grade developmental trajectory to increase responsibilities when handling instruments. How personal responsibility keeps music instruments in working order “for others”. How maintaining and working with others provide long lasting musical equipment; ensuing discussion for “real world application”. Students have the options of participating in the instrumental program (Orchestra or Band).</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>What is the beat in music? How do different meters and time signatures change the sound and performance of music? Why is it important to understand the elements of music? Why are music and movement linked?</p>	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>

<p>Students will know: Perform a rhythmic accompaniment or ostinato to a known song in varying time signatures.</p>	<p>Students will be able to: Chant words in rhythm while keeping a steady beat. Perform body percussion using a steady beat. Demonstrate the 2/4 , 3/4, 4/4, and 6/8 meters through the use of strong beat by performing body percussion or playing percussion instruments. Identify meter in popular music examples. Perform a percussive ostinato to the beat while singing.</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist Inquiry based activities Exploratory discovery Computer simulation Differentiated assignments based on readiness, ability, and interest Songs for vocabulary Virtual Field Trips Show what you know</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Performance at grade level concert Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs Teacher developed flash cards</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year. Self-directed performance platforms (http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html, http://www.musictechteacher.com/)</p>

<http://www.pbs.org/riverofsong/teachers/ext4.html>

RESOURCES

Core instructional materials:

Silver Burdett Music Connections Series

Silver Burdett Making Music Series

Supplemental materials:

<http://www.musictechteacher.com>

www.musicalive.com

www.musick8.com

www.silverburdettmusicconnections.com

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Reading and Writing - Melodic and Rhythmic notation with expression marks	Approximate Pacing	7
STANDARDS			
NJSLS (VPA - Music)			
<p>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).</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>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.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.</p>			
Interdisciplinary Connections:		21st Century Skills:	

<p>Phys Ed. 2.2.6.B.1 - Use effective decision-making strategies. 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities) 2.3.6.A.3 - Create and demonstrate and demonstrate planned movement sequences, individually and with others, based on tempo, beat rhythm and music (creative, cultural, social, and fitness dance) 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</p> <p>ACTIVITY: Students will create a simple movement in coordination with classroom instruments to a 5th grade song (ie rhythm sticks to be played above, low, right and left and double time to “Fifty Nifty”)</p> <p>Science 5.2.6.E.3 - Demonstrate and explain the frictional force acting on an object with the use of a physical model.</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>ACTIVITY: Students will use audio music platforms for differentiation, sharing, development of ‘musical audio portofolio” to create short musical excerpts.</p>
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>Activity: Students will create a simple rhythm (4 beats) using templated google slides, to combine and incorporate into a classroom montage.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence</p> <p>ACTIVITY: Using a defined set of parameters, students will give feedback to a matching student for constructive criticism.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	

Why is it important to understand the elements of music?
 Why is it important to have a system for recording music?
 How were musical symbols derived and what are their functions?
 How does the language of music transcend cultures?
 How does technology assist in the writing and recording of music?
 How can expression be written into music?

Why do we enjoy programmatic music?
 Why do composers choose specific forms to create structure in music?
 What impact has technology had on the development of music?
 How can the elements of music create different visual imageries?
 Are there musical structures that are more enjoyable to listen to?
 What elements of music elicit an aesthetic response?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: The lines and spaces of the treble clef staff. Basic melodic and rhythmic notation.</p>	<p>Students will be able to: Develop mnemonic devices for remembering treble clef lines and spaces. Label notes on the treble clef staff. Draw and label the staff, treble clef, bar lines and ledger lines. Define the mathematical components of Whole, Half, Quarter, Eighth and Sixteenth Notes and Rests. Define, label and perform patterns including Whole, Half, Quarter, Eighth and Sixteenth Notes and Rests. Identify and perform written rhythms. Accurately perform rhythmic patterns on percussion instruments. Accurately read and perform melodic patterns on pitched percussion instruments. Notate simple rhythms from dictated examples. Pronounce, label and define Dynamics and Tempo. Properly perform dynamic and tempo changes within musical examples. Sing two-, three- and four-part rounds to create harmony. Use mallet instruments to create harmonies.</p>

Perform songs in call and response form.
 Identify and perform in AB and ABA form.
 Analyze music in major and minor modes.
 Analyze simple harmonies within a given scale pattern.
 Work cooperatively to perform harmonic ostinatos.
 Describe the timbre of different instruments and different human voices.
 Listen to programmatic music and draw and describe a visual representation of the musical work.
 Identify Theme and Variations using familiar melodies.
 Compose simple rhythmic 4 measure phrases.
 Identify form of various musical compositions through movement.
 Analyze and perform on pitched instruments a 12-bar blues progression.
 Improvise pentatonic melodies on barred instruments.
 Identify how technology has impacted the creation and performance of music.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes Performance at grade level concert</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist Inquiry based activities Exploratory discovery Computer simulation Differentiated assignments based on readiness, ability, and interest Songs for vocabulary Virtual Field Trips Show what you know</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to</p>	<p>Performance at grade level concert Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs Teacher developed flash cards</p>

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year. Self-directed performance platforms (http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html , http://www.musictechteacher.com/) http://www.pbs.org/riverofsong/teachers/ext4.html
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
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Modifications for Learners	
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