Belvidere Cluster Wide
Music Curriculum
Grade 6
Updated Fall 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Physical Education
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Various websites
Interactive SmartBoard activities

NJSLA Technology
8.1.8.B.1
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.C.1
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.D.1
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2
Demonstrate the application of appropriate citations to digital content.
8.1.8.E.1
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Architecture & Construction
– Arts, A/V Technology & Communications
– Education & Training
– Hospitality & Tourism
– Information Technology
– Marketing
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy

– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives

– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes

– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
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– Shortened assignments
– Student working with an assigned partner
– Seacher initiated weekly assignment sheet
– Use open book, study guides, test prototype
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Unit #1, Music, Sixth Grade

Content Area: **Music**
Course(s):   **Music**
Time Period: **September**
Length: **School year**
Status: **Published**

Enduring Understanding

The students will understand the elements of music through the reading and performance of notation.

Essential Questions

How does the music of the past influence the music of today?

New Jersey Student Learning Standards

VPA.1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
VPA.1.1.8.A.3	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).
VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.A.CS2	Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.CS4	Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.
VPA.1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, Partner, Counter Melody and two-part singing
- Movement, clapping games and improvisation to music
  - Jump Jim Joe selections
  - Down in the Valley selections
  - Singing Games Children Love
  - Put on a Happy Face, ABA form, subdividing the beat with language
- Advanced recorder skills
- Reading on the treble and bass staves
  - BAGEFC'D'DCB$^{\flat}$F$^{\sharp}$
  - quarter, half and whole notes and rests
  - eighth notes and rests
  - Dotted rhythms
  - Steps, leaps, and repeated tones
- Improvisation and composition on Orff instruments and non-pitched percussion
  - Holiday music
  - World music selections from Music Express Musical Planet
- Ear training activities and assessments
  - Complete and incomplete cadences
  - Pitch/No Pitch activity
- Solfege ear training activities and assessments
  - minor and major tonality
  - steps, leaps, and repeated tones
- Rhythm games and activities
  - Notes and Cash
  - Duple and Triple Meter
  - Mixing Sixes, mixed meter
- Concept songs and activities:
  - Star Spangled Banner
  - Fifty Great States
  - NJ is Our State
  - Danse Macabre
  - Tone Colors of the Orchestra
  - Families of instruments
  - Mixing of Tone Colors
  - Style
  - Comparing time periods in music and art styles
- World Music through Music Express subscription Musical Planet
- Classical composers through Bizet, Beethoven, Saint Saens books and videotapes

Interdisciplinary Connections

Technology interaction through music websites
Math through rhythm and note values, and spatial relationship on the music staff
World cultures through singing, movement, dance, and languages
Physical Education through movement to the beat
Science through tone production and acoustics
Art by comparing music and art styles

Texts and Resources

- bluetooth speaker
- BoomWhack Attack!, Tom Anderson

- **Boomwhacker Bingo, Whacky Rhythms Vol. 1, Jennings**
- **Boomwhackers**
- **Composers Specials Teacher's Resource Guide and videotape series**
- **Down in the Valley, More Great Singing Games for Children**
- **Get in the Groove, Donna Dirksing and Cathy Blair**
- **iPad**
- **Jump Jim Joe, Great Singing Games for Children**
- **laptop**
- **Mallet Madness, Artie Almeida**
- **Music Connection series**
- **Music Express subscription**
- **Music K-8 subscription**
- **piano**
- **projector**
- **Share the Music series**
- **Singing Games Children Love, Vol. 1-4, Denise Gagne**
- **Soprano, alto glockenspiels**
- **Soprano, alto, bass metallophones**
- **Soprano, alto, bass xylophones**
- **stereo**
- **The HoHoHo Song and Other Whacky Holiday Favorites, Jennings**
- **Unpitched percussion instruments**
- **Various recordings**
- **Whacked on Classics, Tom Anderson**
- **whiteboard**
- **www.musicexpressmagazine.com/teacherscorner**
- **www.musictheory.net**
- **www.youtube.com**

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on Orff and non-pitched percussion instruments
- Ear training
- Written assessments

Formative assessments
Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments
Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Portfolio, Skit, Project, Drawing

Unit #2 Instrumental, Music, Sixth Grade

Content Area: **Music**
Course(s): **Music, Mathematics**
Time Period: **Generic Time Periods**
Length: **School year**
Status: **Published**

Enduring Understanding

Instruments can be used to play diverse styles and forms of music in large and small ensembles, and solos.

Essential Questions

How is my performance going to affect others?
What are the benefits and drawback of performing solo and in groups.

New Jersey Student Learning Standards

VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Continue to care and maintain instruments and proper playing position.
3. Perform musical compositions.
4. The students will play in diverse styles and forms in large and small ensembles, and solos.

Instructional Activities

Lesson book and band rehearsal activities:

1. Embouchure and tone development through long tones

2. Fingering exercises

3. Care and maintenance of instruments

4. Proper playing position

5. Technical development

Interdisciplinary Connections

Technology interaction through music websites
Math through rhythm and note values, and spatial relationship on the music staff
World cultures through singing, movement, dance, and languages
Physical Education through movement to the beat
Science through acoustics, vibrations, and tone production

Texts and Resources

- **Accent on Achievement**
- **Best in Class**
- **Contest and festival selections**
- **Ed Sueta Band Method**
- **Essential Elements**
- **garage band app**
- **Grade 1 Band Literature**
- **music stands and musician chairs**
- **n-tracktuner app**
- **Pops and classic Themes Band Scores**
- **readrhythm app**
- **Rubank**
- **Seasonal band repertoire**
- **Standard of Excellence**
- **Teacher's personal instruments**
- **www.audacity.com**
- **www.musictheory.net**
- **www.youtube.com recorder performance videos**
- **Yamaha Band Student**

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo playing
- Small group playing
- Feeling the pulse of the music
- Playing assessments on chosen instrument
- Scale fluency up to three sharps and three flats

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Projects

Unit #3 Concert, Music, Sixth Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **Generic Time Periods**
Length: **20 weeks**
Status: **Published**

Enduring Understanding

Performances can include diverse styles and forms of music in large and small ensembles and solo repertoire.

Essential Questions

How is my performance going to affect others?

Core Curriculum Content Standards

VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:
1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, partner, two-part and/or three-part singing
- Movement and improvisation to music
- Reading on the treble and/or bass staves
- Improvisation and composition on Orff instruments and non-pitched percussion
  - Selected concert repertoire
  - World music selections from Music Express, Music K-8, and Music Connections
- Solfege ear training activities
- Concert music selected from
  - Music Connection
  - Music K-8
  - Music Express
  - Selected octavos
  - Share the Music

- o Jingle Bell JukeBox
- o Jingle Bell JukeBox the Flip Side
- o At the Bandstand
- o Grade 1.5-2 band arrangements

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through riser choreography and breathing technique

Science through acoustics, vibrations, and tone production

Texts and Resources

- **All-American Boomwhackers, Teresa Jennings**
- **bluetooth speaker**
- **Boomwhacker repertoire resources**
- **Boomwhackers**
- **Choral repertoire resources**
- **laptop**
- **Let's Have a Musical Rhythm Band, Phoebe Diller**
- **microphones, speakers, sound board and audio equipment**
- **Music Connection series**
- **Music Express subscription**
- **Music K-8 subscription**
- **non-pitched percussion instruments**
- **Orff repertoire resources**
- **piano**
- **projector**
- **risers**
- **Selected octavos**
- **Soprano and alto glockenspiels**
- **Soprano, alto, and bass xylophones**
- **Soprano, alto, bass metallophones**
- **stereo**
- **The Music Teacher's Almanac, Loretta Mitchell**
- **white board**
- **www.musictheory.net**
- **www.youtube.com performance videos**

Assessment

Assessment through teacher observation and aural assessment for the following skills:
- Solo singing
- Small group singing
- Ensemble singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on band instruments, non-pitched percussion and/or Orff instruments

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Portfolio
Project
Skit
Drawing

Belvidere Cluster Wide **Music Curriculum** **Grade 7** **Updated Fall 2018** **All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Physical Education
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Various websites
Interactive SmartBoard activities

NJSLA Technology
8.1.8.B.1
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.C.1
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.D.1
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2
Demonstrate the application of appropriate citations to digital content.
8.1.8.E.1
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Architecture & Construction
– Arts, A/V Technology & Communications
– Education & Training
– Hospitality & Tourism
– Information Technology
– Marketing
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy

– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives

– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes

– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Seacher initiated weekly assignment sheet
– Use open book, study guides, test prototype
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Unit #1, Music, Seventh Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **School Year**
Status: **Published**

Enduring Understanding

Music styles have changed over time, and will continue to change.

Essential Questions

How does the music of the past influence the music of today?

New Jersey Student Learning Standards

VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.B.CS1	Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.A.CS1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.CS4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.A.CS7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Student Learning Objectives

The students will be able to:
1. Identify how the elements of music are manipulated to create different styles of music.
2. Sing independently and in groups using proper breathing and vocal technique.

3. Analyze musical compositions of various styles and time periods.
4. Understand the cultural history of specific composers.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, Partner, Counter Melody and two-part singing
- Movement, clapping games and improvisation to music
  - Singing Games Children Love, Vol. 4
  - Stomp activities
  - Beat/No Beat
  - Tempo markings
- Reading on the treble and bass staves through singing activities
  - major and minor scale patterns, modal scales
  - chords
  - solfege
  - listening identification
  - Leaps, steps and repeated tones
- Solfege ear training activities and assessments
  - minor and major tonality
  - steps, leaps, and repeated tones
- Rhythm games and activities
  - Notes and Cash
  - Duple and Triple Meter
- Concept songs and activities:
  - Star Spangled Banner
  - Major scale/Merry Minstrels
  - American musical
  - 12 bar blues
  - Hatikvah
  - Style periods and key composers
  - Art and music connections within each style period

Interdisciplinary Connections

Technology interaction through music websites, Google Docs and Slides
Math through rhythm and note values, and spatial relationship on the music staff
World cultures through music history and art
Physical Education through movement to the beat
Science through scale patterns and intervals
Art by comparing music and art styles
Language arts for independent research

Texts and Resources

- **Adventures in Listening, levels 1-3**
- **bluetooth speaker**
- **Get in the Groove, Donna Dirksing and Cathy Blair**
- **Google Suite**
- **Handbells Classics**
- **iPad**
- **iPod**
- **iTunes**
- **laptop**
- **Meet the Great Composers, Montgomery and Hinson, Books 1-2**
- **Meet the Great Jazz Legends**
- **Music Connection series**

- **Music Express subscription**
- **Music History Timeline poster**
- **Music K-8 subscription**
- **Music Teachers Almanac**
- **piano**
- **projector**
- **School library resources**
- **Share the Music series**
- **Singing Games Children Love, Vol. 1-4, Denise Gagne**
- **Spotify**
- **stereo**
- **The Amazing Music Activities, Janet Vogt**
- **Unpitched percussion instruments**
- **Various recordings**
- **whiteboard**
- **www.musicexpressmagazine.com/teacherscorner**
- **www.musictheory.net**
- **www.youtube.com**

Assessment

Assessment through teacher observation and aural assessment for the following skills:
- Small group singing
- Feeling the pulse of the music
- Listening assessments
- Written assessments
- Class presentation using Google Slides and Google Docs

Formative assessments
Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments
Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Portfolio
Project
Skit
Drawing

Unit #2 Instrumental, Music, Seventh Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **Generic Time Periods**
Length: **School Year**
Status: **Published**

Enduring Understanding

Instruments can be used to play diverse styles and forms of music in large and small ensembles, and solos

Essential Questions

How is my performance going to affect others?

New Jersey Student Learning Standards

VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify elements of music through listening, performing and reading scores.
2. Care and maintain instruments and proper playing position.
3. Perform musical compositions.

Instructional Activities

Lesson book and band rehearsal activities:

1. Embouchure and tone development through long tones

2. Fingering exercises

3. Care and maintenance of instruments

4. Proper playing position

5. Technical development

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat
Science through acoustics, vibrations, and tone production

Texts and Resources

- **Accent on Achievement**
- **Best in Class**
- **Contest and festival selections**
- **Ed Sueta Band Method**
- **Essential Elements**
- **garage band app**
- **Grade 1 Band Literature**
- **music stands and musician chairs**
- **n-tracktuner app**
- **Pops and classic Themes Band Scores**
- **readrhythm app**
- **Rubank**
- **Seasonal band repertoire**
- **Standard of Excellence**
- **Teacher's personal instruments**
- **www.audacity.com**
- **www.musictheory.net**
- **www.youtube.com recorder performance videos**
- **Yamaha Band Student**

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Solo playing
- Small group playing
- Feeling the pulse of the music
- Playing assessments on chosen instrument
- Scale fluency up to three sharps and three flats

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #3 Concert, Music, Seventh Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **Generic Time Periods**
Length: **100 days**
Status: **Published**

New Jersey Student Learning Standards

VPA.1.1.8.B.CS1	**Common, recognizable musical forms often have characteristics related to specific cultural traditions.**
VPA.1.1.8.B.1	**Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.**
VPA.1.1.8.B.CS2	**Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.**
VPA.1.1.8.B.2	**Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.**
VPA.1.3.8.B.1	**Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.**
VPA.1.3.8.B.CS2	**Stylistic considerations vary across genres, cultures, and historical eras.**
VPA.1.3.8.B.2	**Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.**
VPA.1.3.8.B.CS3	**Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.**
VPA.1.3.8.B.3	**Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.**
VPA.1.4.8.B.CS1	**Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.**
VPA.1.4.8.B.1	**Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.**
VPA.1.4.8.B.2	**Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.**

Student Learning Objectives

The students will be able to:
1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Enduring Understanding

Performances can include diverse styles and forms of music in large and small ensembles and solo repertoire.

Essential Questions

How is my performance going to affect others?

Instructional Activities

- Singing patriotic and folksongs
- Rounds, partner, two-part and/or three-part singing
- Movement and improvisation to music
- Reading on the treble and/or bass staves
- Improvisation and composition on Orff instruments and non-pitched percussion
  - Selected concert repertoire
  - World music selections from Music Express, Music K-8, and Music Connections
- Solfege ear training activities
- Concert music selected from
  - Music Connection
  - Music K-8
  - Music Express

- o Selected octavos
- o Share the Music
- o Jingle Bell JukeBox
- o Jingle Bell JukeBox the Flip Side
- o At the Bandstand
- o Grade 1.5-2 band arrangements

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through riser choreography and breathing technique

Science through acoustics, vibrations, and tone production

Texts and Resources

- •All-American Boomwhackers, Teresa Jennings
- •bluetooth speaker
- •Boomwhacker repertoire resources
- •Boomwhackers
- •Choral repertoire resources
- •laptop
- •Let's Have a Musical Rhythm Band, Phoebe Diller
- •microphones, speakers, sound board and audio equipment
- •Music Connection series
- •Music Express subscription
- •Music K-8 subscription
- •non-pitched percussion instruments
- •Orff repertoire resources
- •piano
- •projector
- •risers
- •Selected octavos
- •Soprano and alto glockenspiels
- •Soprano, alto, and bass xylophones
- •Soprano, alto, bass metallophones
- •stereo
- •The Music Teacher's Almanac, Loretta Mitchell
- •white board
- •www.musictheory.net
- •www.youtube.com performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:
- Solo singing
- Small group singing
- Ensemble singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on band instruments, non-pitched percussion and/or Orff instruments

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments
Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Portfolio
Project
Skit
Drawing

Belvidere Cluster Wide
Music Curriculum
Grade 8
Updated Fall 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Physical Education
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Various websites
Interactive SmartBoard activities

NJSLA Technology
8.1.8.B.1
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.C.1
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.D.1
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2
Demonstrate the application of appropriate citations to digital content.
8.1.8.E.1
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Architecture & Construction
– Arts, A/V Technology & Communications
– Education & Training
– Hospitality & Tourism
– Information Technology
– Marketing
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy
– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides

– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding

– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Seacher initiated weekly assignment sheet
– Use open book, study guides, test prototype
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Unit #1, Music, Eighth Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **School year**
Status: **Published**

Enduring Understanding

Music styles have changed over time, and will continue to change.

Essential Questions

How can music record the events of the period?
What devices do composers use to create music?

New Jersey Student Learning Standards

VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.A.CS1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Student Learning Objectives

The students will be able to:

1. Identify how the elements of music are manipulated to compose music.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Analyze musical compositions of various styles and time periods.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, Partner, Counter Melody and two-part singing
- Movement, clapping games and improvisation to music
  - Singing Games Children Love, Vol. 4
  - Stomp activities
  - Beat/No Beat
  - Tempo
  - Mixed, irregular, and changing meters
  - Syncopation
- Reading on the treble and bass staves through singing activities
  - major and minor scale patterns, modal scales
  - chords
  - solfege
  - listening identification
  - Leaps, steps and repeated tones
  - Melodic contour
- Solfege ear training activities and assessments
  - minor and major tonality
  - steps, leaps, and repeated tones
  - cadences
  - harmonic ostinato
  - non-traditional harmony
- Rhythm games and activities
  - Identify repetitions of rhythmic patterns
  - Phrases in music and in literature
- Concept songs and activities:
  - Star Spangled Banner
  - The Road Less Traveled
  - That Lonesome Road
  - Doctor Beat
  - Linger Awhile
  - Gerakina
  - Limehouse Blues
  - Like an Eagle
  - Bear Dance
  - Sinner Man
  - Solfeggio
  - Old Chisholm Trail
  - Pachelbel Canon
  - Three-Score Set
- Applying rhythm, reading, and phrases
  - Introductory piano skills
  - Singing for Graduation
- Graduation song project
  - Technology, language arts and music integration

Interdisciplinary Connections

Technology interaction through music websites, Google Docs, and lyrics website
Math through rhythm and note values, and spatial relationship on the music staff
World cultures through music history and art
Science through scale patterns, intervals, physics and acoustics

Art by comparing music and art styles
Language arts for research

Texts and Resources

- **Adventures in Listening, levels 1-3**
- **bluetooth speaker**
- **Computer lab access**
- **Google Suite**
- **Handbells Classics**
- **iPad**
- **iPod**
- **iTunes**
- **keyboards**
- **laptop**
- **Music Connection series**
- **Music Express subscription**
- **Music K-8 subscription**
- **Music Teachers Almanac**
- **piano**
- **projector**
- **Selected octavos**
- **Share the Music series**
- **Singing Games Children Love, Vol. 1-4, Denise Gagne**
- **Spotify**
- **stereo**
- **teacher-created keyboard packet**
- **The Amazing Music Activities, Janet Vogt**
- **Unpitched percussion instruments**
- **Various recordings**
- **whiteboard**
- **www.musicexpressmagazine.com/teacherscorner**
- **www.musictheory.net**
- **www.youtube.com**

Assessment

Assessment through teacher observation and aural assessment for the following skills:
- Small group singing
- Feeling the pulse of the music
- Listening assessments
- Written assessments

Formative assessments
Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments
Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #2 Instrumental, Music, Eighth Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **Generic Time Periods**
Length: **School year**
Status: **Published**

Enduring Understanding

Instruments can be used to play diverse styles and forms of music in large and small ensembles, and solos.

Essential Questions

How is my performance going to affect others?

New Jersey Student Learning Standards

VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:
1. Identify elements of music through listening, performing and reading scores.
2. Care and maintain instruments and proper playing position.
3. Perform musical compositions.

Instructional Activities

Lesson book and band rehearsal activities:

1. Embouchure and tone development through long tones

2. Fingering exercises

3. Care and maintenance of instruments

4. Proper playing position

5. Technical development

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through movement to the beat
Science through acoustics, vibrations, and tone production

Texts and Resources

- **Accent on Achievement**
- **Best in Class**
- **Contest and festival selections**
- **Ed Sueta Band Method**
- **Essential Elements**
- **garage band app**
- **Grade 1 Band Literature**
- **music stands and musician chairs**
- **n-tracktuner app**
- **Pops and classic Themes Band Scores**
- **readrhythm app**
- **Rubank**
- **Seasonal band repertoire**
- **Standard of Excellence**
- **Teacher's personal instruments**
- **www.audacity.com**
- **www.musictheory.net**
- **www.youtube.com recorder performance videos**
- **Yamaha Band Student**

Assessment

Assessment through teacher observation and aural assessment for the following skills:
- Solo playing
- Small group playing
- Feeling the pulse of the music
- Playing assessments on chosen instrument
- Scale fluency up to three sharps and three flats

Formative assessments
Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments
Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Portfolio
Project
Skit
Drawing

Unit #3 Concert, Music, Eighth Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **Generic Time Periods**
Length: **100 days**
Status: **Published**

Enduring Understanding

Performances can include diverse styles and forms of music in large and small ensembles and solo repertoire.

Essential Questions

How is my performance going to affect others?

New Jersey Student Learning Standards

VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:
1. Identify elements of music through listening, performing and reading scores.
2. Sing independently and in groups using proper breathing and vocal technique.
3. Perform musical compositions.

Instructional Activities

- Singing patriotic and folksongs
- Rounds, partner, two-part and/or three-part singing
- Movement and improvisation to music
- Reading on the treble and/or bass staves
- Improvisation and composition on Orff instruments and non-pitched percussion
    - Selected concert repertoire
    - World music selections from Music Express, Music K-8, and Music Connections
- Solfege ear training activities
- Concert music selected from
    - Music Connection
    - Music K-8
    - Music Express

- o   Selected octavos
- o   Share the Music
- o   Jingle Bell JukeBox
- o   Jingle Bell JukeBox the Flip Side
- o   At the Bandstand
- o   Grade 1.5-2 band arrangements

Interdisciplinary Connections

Technology interaction through music websites

Math through rhythm and note values, and spatial relationship on the music staff

World cultures through singing, movement, dance, and languages

Physical Education through riser choreography and breathing technique

Science through acoustics, vibrations, and tone production

Texts and Resources

- •All-American Boomwhackers, Teresa Jennings
- •bluetooth speaker
- •Boomwhacker repertoire resources
- •Boomwhackers
- •Choral repertoire resources
- •laptop
- •Let's Have a Musical Rhythm Band, Phoebe Diller
- •microphones, speakers, sound board and audio equipment
- •Music Connection series
- •Music Express subscription
- •Music K-8 subscription
- •non-pitched percussion instruments
- •Orff repertoire resources
- •piano
- •projector
- •risers
- •Selected octavos
- •Soprano and alto glockenspiels
- •Soprano, alto, and bass xylophones
- •Soprano, alto, bass metallophones
- •stereo
- •The Music Teacher's Almanac, Loretta Mitchell
- •white board
- •www.musictheory.net
- •www.youtube.com performance videos

Assessment

Assessment through teacher observation and aural assessment for the following skills:
- ●   Solo singing
- ●   Small group singing
- ●   Ensemble singing
- ●   Feeling the pulse of the music
- ●   Improvising movement to the beat
- ●   Playing assessments on band instruments, non-pitched percussion and/or Orff instruments

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments
Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Portfolio
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Skit
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