

# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## Curriculum Development Timeline

**School:** Ocean Township Intermediate School

**Course:** General Music, Grade 5

**Department:** Visual & Performing Arts

Board Approval	Supervisor	Notes
August 2009	Justine Salvo	Born Date
August 2019	Valerie Sorce	Review

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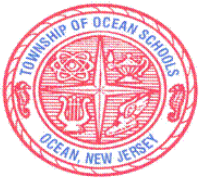
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Pacing Guide	
Week	Unit/Topic
1	Unit 1: Listening - Analysis
2	Unit 1: Listening - Analysis
3	Unit 2: Performance - Melody & Singing
4	Unit 2: Performance - Melody & Singing
5	Unit 2: Performance - Melody & Singing
6	Unit 3: Performance - Timbre & Instruments
7	Unit 3: Performance - Timbre & Instruments
8	Unit 3: Performance - Timbre & Instruments
9	Unit 4: Musical Elements - Rhythm & Beat
10	Unit 4: Musical Elements - Rhythm & Beat
11	Unit 5: Musical Elements - Form & Expression
12	Unit 5: Musical Elements - Form & Expression
13	Unit 6: Musical Elements - Harmony
14	Unit 6: Musical Elements - Harmony
15	Unit 7: Creating - Movement & Improvising
16	Unit 7: Creating - Movement & Improvising
17	Unit 8: Creating - Composing
18	Unit 8: Creating - Composing
19	Unit 9: Connections - Performance and Audience Etiquette
20	Unit 10: Connections - Music History, Society, Culture, and other art forms

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### **Core Instructional & Supplemental Materials including various levels of Texts**

Online resources, [www.musictheory.net](http://www.musictheory.net), solfege/sight singing workbooks, teacher-curated materials, music, teacher created materials, various DVDs, CDs, and multimedia to support curriculum.

Time Frame: 2 weeks - ongoing

### **LISTENING** Topic

Unit 1: Listening - Analysis

### Essential Questions

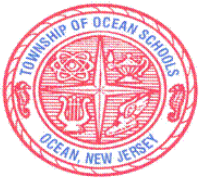
- What's the difference between a thoughtful and thoughtless artistic judgment?
- When is art criticism vital and when is it not relevant?
- What vocabulary should be used when describing music?
- What does our music tell about us?
- What can music tell us about society?
- How does music affect history?
- How does history affect music?

### Enduring Understandings

- Aesthetic response to music and music critique is a process by which students have an opportunity to respond to various pieces of music critically.
- Listening to, analyzing and describing music allows a deeper understanding and appreciation of music, composers and performers.
- Analyzing music assists in the development of higher level thinking skills such as evaluation and interpretation.
- Analysis of aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The process of critique leads to artistic and personal music growth.

### Alignment to Standards

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NJSLS: VPA - 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.5.B.1, 1.1.5.B.2, 1.3.2.B.1, 1.3.5.B.1, 1.3.5.B.4, 1.3.12.B.4

### Learning Activities & Key Concepts and Skills

- Students compare and contrast melodies and rhythms
- Students listen to two music compositions on the and compare and contrast pieces
- View a performance of a school band or chorus performance and write a written critique describing the music heard and suggest areas of improvement
- Critically listen to a specific piece of music and fill out evaluation form
- Read critiques of music that display a broad knowledge of music genres and styles and create a vocabulary list to be used for music critique
- Perform for class and critique peers
- Students will identify musical elements using specific content vocabulary to identify melodies, rhythms, musical genres, chord changes, and story elements of a piece in both professional, peer and self performances.

### Assessments

#### **Formative:**

Classroom skill building activities  
Singing independently and with group  
Student demonstration of skill  
Class discussion  
Entrance/Exit slips  
Google classroom posts

#### **Summative:**

Through performance  
Through class participation and rubric assessment

#### **Benchmark:**

- Objective assessment

#### **Alternative:**

- Portfolio

### Career Education-Career Ready Practices

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and

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projects in collaboration with their peers to set and accomplish a goal related to music education.

**CRP.2** Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

**CRP.4** Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

**CRP.6** Demonstrate creativity and innovation in music creation.

**CRP.8** Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

**CRP.11** Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

## **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **Interdisciplinary Connections**

**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

**LA.7.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

**LA.8.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

## **Technology Integration**

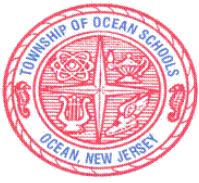
In developing responses and connections to music, students will develop mastery of anchor standard

**TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (TECH.8.1.5.A.1)

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information

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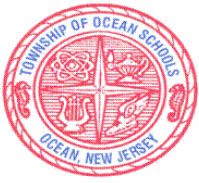
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- Students will use Google Forms in order to reflect on learning progress

Time Frame:	3 weeks - ongoing
<b>Topic</b>	
Unit 2: Performance - Melody & Singing	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• What are elements of a melody that make it fun and interesting to sing?</li><li>• How do we create interesting and memorable melodies?</li><li>• How does applying music rules help add variety and interest to melodies?</li><li>• How does singing or playing instruments enrich our lives and the lives of others?</li><li>• How does body alignment affect our sound?</li><li>• How does proper breathing affect our vocal tone quality?</li><li>• How do the solfege and Curwen Hand Signs relate to pitch?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Singing and playing an instrument provide people with the means of learning musical and developmental skills.</li><li>• Music making is one of the oldest, most intimate and basic forms of communication and cultural expression.</li><li>• Posture affects tone quality and healthy vocal production</li><li>• Breathing affects in-tune singing</li><li>• Good posture shows confidence and professionalism</li><li>• Solfege relates to Curwen Hand Signs to make and create different pitches in ones voice</li><li>• Major and minor modes are tonally different and require different tuning</li></ul>	
<b>Alignment to Standards</b>	
NJSLs:VPA - 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.6, 1.3.5.B.1, 1.3.5.B.2	
<b>Learning Activities &amp; Key Concepts and Skills</b>	

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- Students will learn melodies through solfege and audiation both by rote and sight-singing
- Students will sing and play melodies on a variety of instruments by rote and through reading music
- Students will compose simple melodies and perform them for each other
- Melodic dictations in stick/solfege notation and staff notation
- Identifying notation systems, structure and tonality by sight-singing or playing.
- Acquisition of content specific vocabulary: Audiation, Melody, Contrasting, Ascending, Descending, oblique, Intervals, Harmony, Polyphonic, Monophonic, Homophonic, unison, sight-reading

## Assessments

### **Formative:**

- Class discussion
- Quizzes
- Written response and explanation
- Entrance/Exit slips
- Google classroom posts
- Critique
- Self-reflection

### **Summative:**

- performance
- class participation
- rubric assessment

### **Benchmark:**

- Objective test

### **Alternative:**

- Portfolio

## Career Education-Career Ready Practices

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

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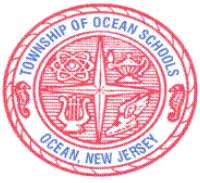
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**CRP.11** Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

### **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Interdisciplinary Connections**

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### **Technology Integration**

In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (TECH.8.1.5.A.1)

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- Students will use Google Forms in order to reflect on learning progress

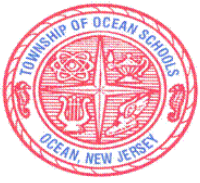
Time Frame:

3 weeks - ongoing

Topic

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### Unit 3: Performance - Timbre & Instruments

#### Essential Questions

- How does the timbre of an instrument or performer allow us to identify specific instruments?
- How does timbre affect the quality of an instrument or performer?

#### Enduring Understandings

- Singing and playing an instrument provide people with the means of learning musical and developmental skills.
- Music making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- Reading music is a decoding skill set that can be applied to other fields and subjects
- Timbre allows us to identify specific instruments and even performers
- Timbre makes each instrument unique and special
- Timbre can be affected and influenced by quality of instrument, playing/performing technique
- Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.
- The interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach and personal experience.

#### Alignment to Standards

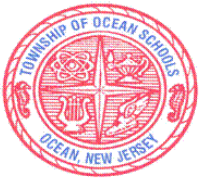
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#### Learning Activities & Key Concepts and Skills

- Students study and listen to different performances to identify the different qualities of instruments and performers
- Students critique performers based on the quality of performers' timbre
- Students identify instruments and performers based on timbre quality
- Utilize individual instrumental and unconventional vocal timbre.
- Acquisition of content specific vocabulary
- Students will execute playing instruments in 3-Part harmony, ostinati, chord patterns with 2 or 3 chords, while reading a score.
- Identify notes by pitch name and proper fingering Identify and perform note and rest values: whole, dotted half, half, dotted quarter, quarter, and eighth
- Perform and understand basic dynamic signs: piano, mezzo piano, mezzo forte, forte, crescendo and

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decrescendo

- Demonstrate proper instrument assembly techniques
- Produce a characteristic tone quality with consideration to embouchure, posture and breath support
- Properly store and care for instruments
- Rehearse musical selections demonstrating basic ensemble performance concepts: blend, balance and intonation

## Assessments

### **Formative:**

Entrance/Exit tickets  
Class discussion  
Listening quizzes  
Written response  
Self assessment  
Critique

### **Summative:**

Performance  
Class participation and rubric assessment

### **Benchmark:**

- Objective assessment

### **Alternative:**

- Portfolio

## Career Education-Career Ready Practices

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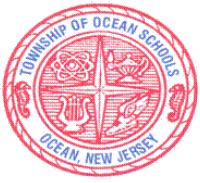
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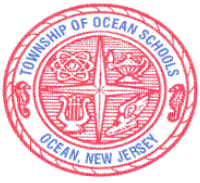
Time Frame:

2 Weeks - ongoing

### **MUSICAL ELEMENTS**

Topic

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### Unit 4: Musical Elements - Rhythm & Beat

#### Essential Questions

- How does the structure of a musical piece create its order and clarity?
- How does rhythm add to the interest of a musical piece?
- How do music rhythms relate to math?
- Why is learning how to read rhythms important to music literacy?
- Why is learning meter and time signatures important to music literacy?

#### Enduring Understandings

- Rhythms create interest and variety to a piece of music
- Time signatures allow for further order and clarity to a piece of music
- Tempo markings create the speed of a piece
- Beat and pulse are vastly different from rhythm and meter
- Meter assists the performer to identify the beat of a piece
- Finding the weak and strong beats assist in discovering the meter

#### Alignment to Standards

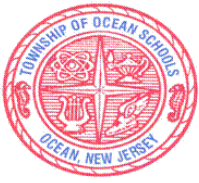
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#### Learning Activities & Key Concepts and Skills

- Students will perform various rhythms by rote and through note reading
- Students will compose various rhythms by rote and through note reading
- Rhythmic dictations
- Students will identify time signatures and rhythms in meters 2/4, 3/4, 4/4, 6/8, tempo markings and meanings.
- Students will discover/find the pulse or meter of a piece through listening
- Students will conduct music and discover the meter or pulse
- Acquire vocabulary appropriate to concepts: meter, time signatures, tempo markings, simple meter, compound meter, syncopation, dotted rhythms

#### Assessments

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### **Formative:**

Classroom skill building activities  
Singing independently and with group  
Student demonstration of skill  
Class discussion  
Rhythmic Dictation  
Entrance/Exit slips  
Google classroom posts

### **Summative:**

Through performance  
Through class participation and rubric assessment

### **Benchmark:**

- Objective assessment

### **Alternative:**

- Portfolio

## **Career Education-Career Ready Practices**

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

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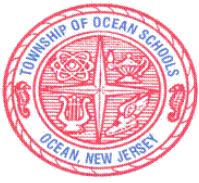
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## **Interdisciplinary Connections**

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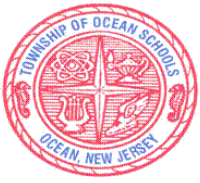
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Time Frame:	1 Week - ongoing
<b>Topic</b>	
Unit 5: Musical Elements - Form & Expression	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How does understanding the form of a piece deepen our understanding or appreciation of a piece of music?</li><li>● How do understanding different elements of music impact our understanding of form and structure of a piece?</li><li>● How do dynamics and articulations add variety and texture to a piece of music?</li></ul>	

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### Enduring Understandings

- Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.
- The interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach and personal experience.
- Form can be identified through the structure or patterns in a piece of music.
- Dynamics and articulations are used to add texture to a piece

### Alignment to Standards

NJSLS: VPA - 1.1.2.B.2, 1.1.2.B.3, 1.3.2.B.6, 1.3.5.B.4

### Learning Activities & Key Concepts and Skills

- Students listen to and analyze new and familiar pieces to determine form
- Students compose pieces to demonstrate knowledge of form
- Students improvise demonstrating knowledge of form
- Understanding and navigating through musical elements in a score.
- Recognizing theme and variation, motives, through repetition, sequence, parallel, and contrasting.
- Exposure to different professional and amateur performances of pieces in symphonies and their movements, parts of opera, musical theatre, band and choral music.
- Students will learn how to identify and perform using articulations and dynamics: staccato, legato, ritardando, diminuendo, crescendo, and expression through dynamics.
- Requirement of live concert performance and attendance and describe and explain expression in performance
- Class performances and recitals with peer critique
- Watch videos and teacher demonstration of expression

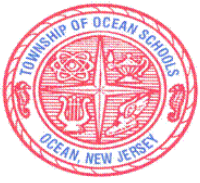
### Assessments

#### **Formative:**

Classroom skill building activities  
Singing independently and with group  
Student demonstration of skill  
Class discussion  
Entrance/Exit slips  
Google classroom posts

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# Township of Ocean Schools

Assistant Superintendent  
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## **SPARTAN MISSION:**

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### **Summative:**

Performance

### **Benchmark:**

- Objective assessment

### **Alternative:**

- Portfolio

## **Career Education-Career Ready Practices**

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

**CRP.2** Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

**CRP.4** Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

**CRP.6** Demonstrate creativity and innovation in music creation.

**CRP.8** Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

**CRP.11** Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

## **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **Interdisciplinary Connections**

**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

**LA.7.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

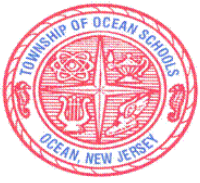
**LA.8.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

## **Technology Integration**

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## **SPARTAN MISSION:**

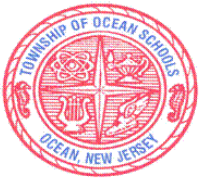
*Meeting the needs of all students with a proud tradition of academic excellence.*

In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (TECH.8.1.5.A.1)

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame:	2 Weeks on going
<b>Topic</b>	
Unit 6: Musical Elements - Harmony	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How could the use of harmony add to the quality of a piece of music?</li><li>● How could the use of dissonance or consonance add to the tension or resolution of a piece of music?</li><li>● How do you know which chords best fit with which melodic elements or lines?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Harmony and melody are multifaceted</li><li>● Harmony can create dissonance and consonance</li><li>● Certain melodies are best harmonized by certain chords</li></ul>	
<b>Alignment to Standards</b>	
NJSL: VPA - 1.1.2.B.1, 1.1.5.B.1, 1.1.5.B.2, 1.3.2.B.1, 1.3.5.B.4, 1.3.12.B.2	
<b>Learning Activities &amp; Key Concepts and Skills</b>	

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- Sight-sing short examples or melodies in class
- Sight-sing passages within the repertoire
- Students sight-sing other choir members voice parts, challenging themselves to read on different clefs
- Ear training exercises
- Melodic dictation
- Rhythmic dictation
- Figured Bass dictation of simple I - IV - V patterns
- Students will examine and discuss texture in monophonic, homophonic, heterophonic, and polyphonic music.
- Understand and communicate the difference in consonance and dissonance.
- Acquire knowledge of content based vocabulary: monophonic, homophonic, heterophonic, polyphonic, texture, harmony, melody, unison, consonance, dissonance

## Assessments

### **Formative:**

Entrance/Exit tickets  
Class discussion  
Group check-in and practice  
Sight-singing as a class  
Writing solfege in music  
Sight Singing quizzes  
Recorded assessments

### **Summative:**

Sight Singing tests

### **Benchmark:**

- Objective assessment

### **Alternative:**

- Portfolio

## Career Education-Career Ready Practices

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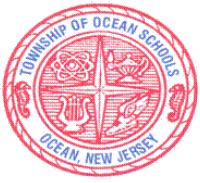
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**CRP.8** Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

**CRP.11** Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

### **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Interdisciplinary Connections**

**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

**LA.7.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

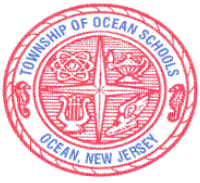
**LA.8.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

### **Technology Integration**

In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (TECH.8.1.5.A.1)

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
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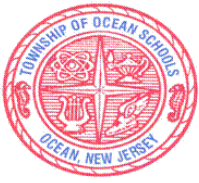
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## **SPARTAN MISSION:**

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Time Frame:	2 Weeks - ongoing
<b>CREATING</b> Topic	
Unit 7: Creating - Movement & Improvisation	
Essential Questions	
<ul style="list-style-type: none"><li>● How is music influenced by society, history and culture?</li><li>● How is music related to other art forms?</li><li>● How is music influenced by other art forms?</li><li>● How does music speak through language barriers?</li><li>● How does the study of music help to deepen understandings of past and present cultures?</li><li>● How does music influence movement?</li><li>● How does movement influence music?</li><li>● How is sound organized to make music?</li><li>● How does the structure of a musical piece create its order and clarity?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>● Music is influenced by society, history and culture</li><li>● Music is influenced by other art forms</li><li>● Music speaks through language barriers</li><li>● The history of the world is told through music.</li><li>● Dance and music have worked hand and hand throughout history</li><li>● By being able to identify historical, social and cultural influences related to music students will have a better and more complete understanding of humankind past, present and future and of music as a form of human expression.</li><li>● Music is organized sound.</li><li>● Structure creates order and clarity in music.</li><li>● The main idea of most musical compositions is expressed through the melody/central idea.</li><li>● Layering two or more simultaneous sounds creates harmony.</li><li>● Layering the proper intervals of two or more simultaneous sounds creates pleasing harmony: consonance</li><li>● Producing a series of sounds of repeated or varied duration creates rhythm.</li><li>● Timbre adds color and variety to sound.</li><li>● Good tone quality is created through correct technique.</li></ul>	

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### Alignment to Standards

NJSLS: VPA - 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.3.12.B.2, 1.4.8.A.1, 1.4.8.A.2, 1.4.8.A.3

### Learning Activities & Key Concepts and Skills

- Listening to music from different cultures and time periods
- Discussing the history and related art forms of the time period surrounding choral repertoire.
- Socratic discussions about the history, society, and culture
- Class presentations about history, society and culture surrounding the music
- Move in response to music, to reinforce musical elements.
- Explore choreography to music in different cultures.
- Explore and create body percussion
- Using Orff instruments, ukuleles, and any other instruments in the class students will sing or play simple improvised melodies within a pentatonic scale, major scale pattern and minor scale pattern
- Using Orff instruments, ukuleles, and any other instruments in the class students will accompany classmates with simple I - IV - V patterns or ostinatos while classmates improvise melodies
- Using Orff instruments, ukuleles, and any other instruments in the class students will create ostinati for classmates to improvise above

### Assessments

#### **Formative:**

Classroom skill building activities  
Singing independently and with group  
Student demonstration of skill  
Class discussion  
Entrance/Exit slips  
Google classroom posts

#### **Summative:**

Through performance  
Through class participation and rubric assessment

#### **Benchmark:**

- Objective assessment

#### **Alternative:**

- Portfolio

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### **Career Education-Career Ready Practices**

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

**CRP.2** Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

**CRP.4** Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

**CRP.6** Demonstrate creativity and innovation in music creation.

**CRP.8** Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

**CRP.11** Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

### **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Interdisciplinary Connections**

**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

**LA.7.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

**LA.8.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

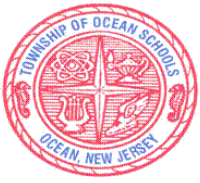
### **Technology Integration**

In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (TECH.8.1.5.A.1)

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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## **SPARTAN MISSION:**

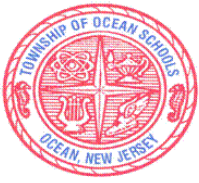
*Meeting the needs of all students with a proud tradition of academic excellence.*

- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame:	2 Weeks - ongoing
<b>Topic</b>	
Unit 8: Creating - Composing	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How is sound organized to make music?</li><li>● How does the structure of a musical piece create its order and clarity?</li><li>● How is melody created?</li><li>● How do we discern between good harmony and bad harmony?</li><li>● Does the timbre of an instrument affect the performance quality of the harmony or melody?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Music is organized sound.</li><li>● Structure creates order and clarity in music.</li><li>● The main idea of most musical compositions is expressed through the melody.</li><li>● Layering two or more simultaneous sounds creates harmony.</li><li>● Layering the proper intervals of two or more simultaneous sounds creates pleasing harmony: consonance</li><li>● Producing a series of sounds of repeated or varied duration creates rhythm.</li><li>● Timbre adds color and variety to sound.</li><li>● Good tone quality is created through correct technique.</li></ul>	
<b>Alignment to Standards</b>	
<ul style="list-style-type: none"><li>● NJSLS: VPA - 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.3.12.B.2, 1.4.8.A.1, 1.4.8.A.2, 1.4.8.A.3</li></ul>	

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### Learning Activities & Key Concepts and Skills

- Students will compose melodies and accompaniments within the guidelines and constraints demonstrated and laid out by the teacher.
- Students will perform own compositions on instruments and through singing on solfege
- Students will perform peer compositions on instruments and through singing on solfege
- Compose a song driven by a given text, incorporating technology as available for notation or sound production.
- Incorporate production and notation software when available for composition.
- Students will compose melodies within a pentatonic scale, major scale pattern and minor scale pattern.
- Students will compose simple figured bass accompaniments using I - IV - V patterns or ostinatos.
- Students will compose for a variety of instruments

### Assessments

#### **Formative:**

Classroom skill building activities  
Singing independently and with group  
Student demonstration of skill  
Class discussion  
Entrance/Exit slips  
Google classroom posts

#### **Summative:**

Composition project  
Performance of project

#### **Benchmark:**

- Objective assessment

#### **Alternative:**

- Portfolio

### Career Education-Career Ready Practices

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

**CRP.2** Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

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**CRP.6** Demonstrate creativity and innovation in music creation.

**CRP.8** Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

**CRP.11** Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

### **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Interdisciplinary Connections**

**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

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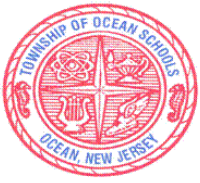
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### **Assessments**

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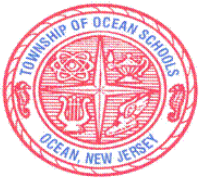
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## **SPARTAN MISSION:**

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Time Frame:	1 Week - ongoing
<b>CONNECTIONS</b> Topic	
Unit 9: Connections - Performance and Audience Etiquette	
Essential Questions	
<ul style="list-style-type: none"><li>● Why is it important to behave a certain way as a performer?</li><li>● Why is it important to behave a certain way as an audience member?</li><li>● How is music influenced by society, history and culture?</li><li>● How is music related to other art forms?</li><li>● How is music influenced by other art forms?</li><li>● How does music speak through language barriers?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>● Music is influenced by society, history and culture</li><li>● Music is influenced by other art forms</li><li>● Music speaks through language barriers</li></ul>	
Alignment to Standards	
NJSLS: VPA - 1.4.P.A.6	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none"><li>● Discuss and experience performance etiquette for different genres and concert settings</li><li>● Listening to music from different cultures and time periods</li><li>● Discussing the history and related art forms of the time period surrounding choral repertoire.</li><li>● Socratic discussions about the history, society, and culture</li><li>● Class presentations about history, society and culture surrounding the music</li><li>● Students will demonstrate correct concert behavior as a performer and as an audience member.</li></ul>	
Assessments	

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### **Formative:**

Classroom skill building activities  
Singing independently and with group  
Student demonstration of skill  
Class discussion  
Entrance/Exit slips  
Google classroom posts

### **Summative:**

Written Critique of Performance  
Attend a concert  
Perform in class for peers

### **Benchmark:**

- Objective assessment

### **Alternative:**

- Portfolio

## **Career Education-Career Ready Practices**

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

**CRP.2** Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

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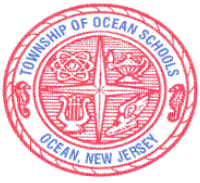
## **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **Interdisciplinary Connections**

**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups,

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and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

**LA.7.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

**LA.8.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

## **Technology Integration**

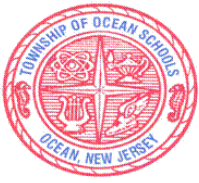
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- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

## **Assessments**

Time Frame:	1 Week - ongoing
<b>CREATING</b> Topic	
Unit 10: Connections - Music History, Society, Culture and other art forms	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How is music influenced by society, history and culture?</li> <li>● How is music related to other art forms?</li> <li>● How is music influenced by other art forms?</li> </ul>	

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- How does music speak through language barriers?
- How does the study of music help to deepen understandings of past and present cultures?
- How has technology changed and influenced the nature of the arts?
- How does the study of music prepare students for creating culture of the present and future?
- How do people express themselves through music?
- What does our music tell about us?
- What can music tell us about society?
- How does music affect history?
- How does history affect music?

### Enduring Understandings

- Music is influenced by society, history and culture
- Music is influenced by other art forms
- Music speaks through language barriers
- The history of the world is told through music.
- By being able to identify historical, social and cultural influences related to music students will have a better and more complete understanding of humankind past, present and future and of music as a form of human expression.

### Alignment to Standards

NJSLS: VPA - 1.1.8.B.1, 1.1.8.B.2, 1.2.8.A.1, 1.2.8.A.2, 1.2.8.A.3, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.3.12.B.2

### Learning Activities & Key Concepts and Skills

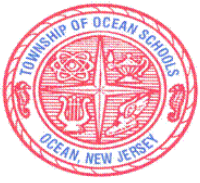
- Listening to music from different cultures and time periods
- Discussing the history and related art forms of the time period surrounding choral repertoire.
- Socratic discussions about the history, society, and culture
- Class presentations about history, society and culture surrounding the music
- Students will identify the uses of music in society and culture; relationships and processes of other art forms to the choral singing; the effects of society, culture and technology on music.

### Assessments

#### **Formative:**

Socratic Discussions  
Reflections

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Presentations  
Class discussion  
Entrance/Exit slips  
Google classroom posts

### **Summative:**

- Heritage Project

### **Benchmark:**

- Objective assessment

### **Alternative:**

- Portfolio

## **Career Education-Career Ready Practices**

**CRP.1** Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

**CRP.2** Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

**CRP.4** Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

**CRP.6** Demonstrate creativity and innovation in music creation.

**CRP.8** Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

**CRP.11** Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

## **21st Century Skills**

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **Interdisciplinary Connections**

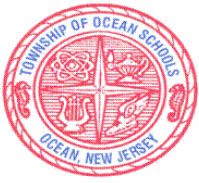
**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

**LA.7.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

**LA.8.SL.8.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups,

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and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

### **Technology Integration**

In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (TECH.8.1.5.A.1)

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

### **Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)**

#### ***ELL:***

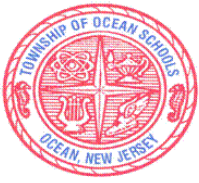
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### ***Supports for Students With IEPs:***

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated

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- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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