

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: General Music
Course/Grade Level: Grade 6 - Grade 8

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Board Approval Date:

8/24/22



General Music Curriculum Grade Levels 6 - 8

Mission & Vision Statements:

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Proficiency Expectations:

It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The novice and intermediate performance expectations for Traditional and Emerging Ensembles, and Guitar, Keyboard and Harmonizing Instruments are generally applicable to elementary and middle school students. The proficient, accomplished, and advanced level performance expectations are generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement levels may be attainable throughout the K–12 continuum.



General Music Curriculum Grade Levels 6 - 8

Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit. Because World Languages involves three different modes of communication, types of assessments for each mode are noted below.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Artistic Processes

<i>Creating</i>	<i>Performing</i>	<i>Responding</i>	<i>Connecting</i>
As students learn to create music, they will engage in imagining, planning, making, evaluating and refining their own music.	Students will have the opportunity to rehearse, evaluate, and refine their own performances. They should also have opportunities to select, analyze and interpret music and performances of others.	Students are given opportunities to learn that individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes, and that responding to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.



General Music Curriculum Grade Levels 6 - 8

Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Link to World Language Accommodations and Modifications Document](#)

Additional Resources to Support Teacher Training, Planning & Instruction

NJDOE 2020 Visual-Performing Arts Standards Document

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

National Coalition for Core Arts Standards. (2014). National Core Arts Standards: Music, Grades Pre-K to 12. National Coalition for Core Arts Standards.

<https://www.nationalartsstandards.org/>



General Music Curriculum Grade Levels 6 - 8

Grade 6

G6 Unit 1: Harmonic Instrumental/Vocal Techniques & Musicianship

Pacing: 10 - 13 weeks

Unit Summary: Within this unit of study, students will be able to correctly identify and utilize their instrument of choice. They must understand and learn how to implement instrument and/or vocal methods. From a musicianship aspect, they must be able to read music for the specific instrument being utilized.

Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Essential Questions:

1. How does an accompaniment change a listener's auditory reaction?

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the defining characteristics of an instrument of focus. • Perform music with technical accuracy and stylistic expression. • Demonstrate a collegial approach toward music making. 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine <p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present



General Music Curriculum Grade Levels 6 - 8

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

- Apply teacher-provided and established criteria and feedback to evaluate the accuracy of ensemble and personal performance.
- Apply basic harmonizing instrument techniques, such as holding the instrument, breath control, finger placement, embouchure, etc.
- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Responding:

- Select, Analyze
- Evaluate
- Interpret

Connecting:

- Interconnect

Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

G6 Unit 1: Core Unit Content



General Music Curriculum Grade Levels 6 - 8

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Musicianship <input type="checkbox"/> Harmony <input type="checkbox"/> Instruments <input type="checkbox"/> Critique 	<ul style="list-style-type: none"> <input type="checkbox"/> Harmony: the combination of simultaneously sounded musical notes to produce chords and chord progressions having a pleasing effect. 	<ul style="list-style-type: none"> <input type="checkbox"/> The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

G6 Unit 1: Instructional Materials & Resources	
<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • Manipulatives • Technology (SmartBoard/iPad/Chromebook/Computer/etc.) • Piano/Keyboard • Vocabulary specific words 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Websites (NAfME, NJMEA) • Professional Development opportunities • Videos (YouTube, etc.) • Chromebook harmonizers

Key Performance Tasks/Assessments
<p>Formative assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Teacher verbal feedback • Class participation • Performances • Written assessments/projects
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Ensemble singing



General Music Curriculum Grade Levels 6 - 8

- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Recognize various instruments

Alternative Assessments:

- Teacher created

G6 Unit 2: Harmonizing Instrumental & Vocal Repertoire

Pacing: 10 - 13 weeks

Unit Summary: Within this unit of study, students will expand upon their technical ability through composition, improvisation, and a building of repertoire. Utilizing teacher and student-created rubrics, students will learn to evaluate their own performances and develop skills to improve and connect with an audience.

Enduring Understanding:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work

Essential Questions:

1. How does feedback help musicians improve their performance?
2. How do musicians improve the quality of their creative work?
3. How do performers select repertoire?
4. When is a performance judged ready to present?
5. How do we judge the quality of musical work(s) and performance(s)?
6. How do musicians make meaningful connections to creating, performing, and responding?



General Music Curriculum Grade Levels 6 - 8

<p>is presented influence audience response.</p> <ul style="list-style-type: none"> • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	
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New Jersey Student Learning Standards	G6 U2 Student Learning Objectives	Practices
<p>1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p>1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p> <p>1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</p> <p>1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. • Demonstrate melodic, harmonic, and rhythmic accuracy and implementation. • Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. • Apply cultural and historical awareness to performances. • Perform for an audience of peers and/or others. • Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. • Utilize teacher-guided criteria to practice 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine <p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present <p>Responding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select, Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret <p>Connecting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interconnect



General Music Curriculum Grade Levels 6 - 8

variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

improvisation techniques.

- Create an original harmonic accompaniment.

Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.



General Music Curriculum Grade Levels 6 - 8

G6 Unit 2: Core Unit Content

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Repertoire <input type="checkbox"/> Criteria <input type="checkbox"/> Judge <input type="checkbox"/> Personal interest/evaluation <input type="checkbox"/> Connections 	<ul style="list-style-type: none"> <input type="checkbox"/> Criteria: a principal or standard by which something may be judged or decided. 	<ul style="list-style-type: none"> <input type="checkbox"/> Music can have a personal connection. <input type="checkbox"/> Selection of repertoire is influenced by the performers' interest.

G6 Unit 2: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • Manipulatives • Technology (SmartBoard/iPad/Chromebook/Computer/etc.) • Piano/Keyboard 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Websites (NAfME, NJMEA) • Professional Development opportunities • Videos (YouTube, etc.)
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Key Performance Tasks/Assessments

<p>Formative assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Teacher verbal feedback • Class participation • Performances • Written assessments/projects
<p>Summative Assessments:</p>



General Music Curriculum Grade Levels 6 - 8

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Create harmonic accompaniment
- Improvisation

Alternative Assessments:

- Teacher created

G6 Unit 3: Western Art Music

Pacing: 10 - 13 weeks

Unit Summary: The goal of this unit is for students to learn the historical and cultural contexts of Western Art musical time periods through an examination of composers, compositional techniques, and instrumental tendencies. There will be a comparison of compositional techniques between the various periods of study.

Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (e.g. social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions:

1. How does the context of music shape our opinion of its sound?
2. How do performers select repertoire?
3. How do individuals choose music to experience?
4. How does understanding the structure and context of music inform a response?
5. How do we discern the musical creators' and performers' expressive intent?



General Music Curriculum Grade Levels 6 - 8

- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

New Jersey Student Learning Standards	G6 U3 Student Learning Objectives	Practices
<p>1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Utilize teacher and student-developed criteria to evaluate pieces of Western Art music. • Analyze the manner in which the elements of music are used throughout the history of Western Art music. • Compare and contrast compositional techniques of the Baroque, Classical, and Romantic periods of Western Art. • Sequence important dates and events relevant to the Baroque, Classical, and Romantic periods of Western Art. • Identify the major composers of the Baroque, Classical, and Romantic periods of Western Art. • Analyze to contrast the major composers and compositional techniques synonymous with the Baroque, Classical, and Romantic periods of Western Art. 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine <p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present <p>Responding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select, Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret <p>Connecting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interconnect



General Music Curriculum Grade Levels 6 - 8

Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

G6 Unit 3: Core Unit Content

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<input type="checkbox"/> Western Art music (music, composers, techniques, etc.)	<input type="checkbox"/> Western Art music: musical tradition that is basically written, not transmitted by rote or in any recordings but preserved in the form of music notation.	<input type="checkbox"/> Music can give us clues to other times, places, and cultures.

G6 Unit 3: Instructional Materials & Resources



General Music Curriculum Grade Levels 6 - 8

Core Instructional Materials

- Teacher created materials
- Manipulatives
- Technology (SmartBoard/iPad/Chromebook/Computer/etc.)
- Piano/Keyboard

Supplemental Instructional Materials

- Websites (NAfME, NJMEA)
- Professional Development opportunities
- Venn diagram to compare/contrast (Baroque chamber ensemble, classical concerto, and Romantic symphony)
- Composer of the Month activities
- Videos (YouTube, etc.)

Key Performance Tasks/Assessments

Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments/projects

Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Identify defining characteristics of Baroque, Classical and Romantic periods



General Music Curriculum Grade Levels 6 - 8

Alternative Assessments:

- Teacher created



General Music Curriculum Grade Levels 6 - 8

Grade 7

G7 Unit 1: American Popular Music

Pacing: 10 - 13 weeks

Unit Summary: The goal of this unit is for students to learn the historical and cultural contexts of American popular music genres through an examination of composers, instrumental techniques, and instrumental tendencies. There will be a comparison of compositional techniques between the various genres of study.

Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Questions:

1. How does historical context shape music?
2. How did current music come to be?
3. How do individuals choose music to experience?
4. How does understanding the structure and context of music inform a response?
5. How do we discern the musical creators' and performers' expressive intent?

New Jersey Student Learning Standards	G7 U1 Student Learning Objectives	Practices
<p>1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between Western Art music and American popular music circa 1900 and beyond. • Utilize teacher and student-developed criteria to evaluate pieces of American musical genres (e.g. jazz, rock, pop, rap, theater, etc.) • Analyze the manner in which the elements of music are used throughout the history of American musical genres (e.g. jazz, rock, pop, rap, theater, 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine <p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present <p>Responding:</p>



General Music Curriculum Grade Levels 6 - 8

<p>1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p>	<p>etc.)</p> <ul style="list-style-type: none"> ● Compare and contrast compositional techniques in American musical genres. ● Sequence important dates and events relevant to American musical genres. ● Identify the major composers of the American musical genres. ● Analyze to contrast the major composers and compositional techniques synonymous with American musical genres. 	<ul style="list-style-type: none"> <input type="checkbox"/> Select, Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret <p>Connecting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interconnect
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Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.



General Music Curriculum Grade Levels 6 - 8

G7 Unit 1: Core Unit Content

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Jazz music <input type="checkbox"/> Rock music <input type="checkbox"/> Rap music <input type="checkbox"/> Pop music <input type="checkbox"/> Theater music 	<ul style="list-style-type: none"> <input type="checkbox"/> Genre: a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter. 	<ul style="list-style-type: none"> <input type="checkbox"/> Historical context shapes music (e.g. musical elements, techniques, events, etc.)

G7 Unit 1: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
<ul style="list-style-type: none"> • Teacher created materials • Manipulatives • Technology (SmartBoard/iPad/Chromebook/Computer/etc.) • Piano/Keyboard 	<ul style="list-style-type: none"> • Websites (NAfME, NJMEA) • Professional Development opportunities • Venn diagrams • Videos (YouTube, etc.)

Key Performance Tasks/Assessments

<p>Formative assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Teacher verbal feedback • Class participation • Performances • Written assessments/projects



General Music Curriculum Grade Levels 6 - 8

Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Comparing and contrasting different musical aspects of American popular music

Alternative Assessments:

- Teacher created

G7 Unit 2: Digital Music

Pacing: 10 - 13 weeks

Unit Summary: The goal of this unit is for students to utilize teacher and student-developed criteria to create, analyze, and develop electronically written music. To accomplish this task, students must also learn basic universal recording program terminology.

Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Questions:

1. How do I record musical ideas on my own?
2. How do musicians generate creative ideas?
3. How do musicians make creative decisions?
4. How do musicians improve the quality of their creative work?
5. How do we judge the quality of musical work(s) and performance(s)?
6. How do musicians make meaningful connections to creating, performing, and responding?
7. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?



General Music Curriculum Grade Levels 6 - 8

New Jersey Student Learning Standards	G7 U2 Student Learning Objectives	Practices
<p>1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p>1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p> <p>1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p> <p>1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Utilize teacher and student-developed criteria to compose digital music pieces. ● Demonstrate musical intensity and variety to convey goals for musical expression. ● Create rhythmic and harmonic accompaniments within basic and expanded forms through the use of digital loop software. ● Identify and use basic universal recording terminology to document personal rhythmic phrases and harmonic sequences. ● Organize and document musical ideas for songs and compositions that demonstrate and convey expressive intent. 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine <p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present <p>Responding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select, Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret <p>Connecting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interconnect



General Music Curriculum Grade Levels 6 - 8

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.

G7 Unit 2: Core Unit Content

Key Music Concepts

Vocabulary

Social, Cultural, or Historical Concepts



General Music Curriculum Grade Levels 6 - 8

- Rhythm and harmony
- Digital loop software
- Recording terminology
- Composition

- Digital music:** music that has been recorded in or converted to a digital format.
- Composition:** a work of music, literature, or art.

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

G7 Unit 2: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials
- Manipulatives
- Technology (SmartBoard/iPad/Chromebook/Computer/etc.)
- Piano/Keyboard
- Digital music software/programs

Supplemental Instructional Materials

- Websites (NAfME, NJMEA)
- Professional Development opportunities
- Soundtrap
- Videos (YouTube, etc.)

Key Performance Tasks/Assessments

Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments/projects

Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing



General Music Curriculum Grade Levels 6 - 8

- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Match pitch
- Follow notation
- Create digital music

Alternative Assessments:

- Teacher created

G7 Unit 3: Folk/Global Music Study

Pacing: 10 - 13 weeks

Unit Summary: Regarding this unit of study, students will respond and engage with a variety of musical traditions from across the globe. In alignment with this goal, students will develop culturally relativist language to describe what makes a successfully relevant musical performance or genre. Part of this unit will include the introduction of bucket drumming and/or instrument creation.

Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians connect their personal interests, experiences,

Essential Questions:

1. Why is music different in other places?
2. How can we understand music from other cultures?
3. How do musicians generate creative ideas?
4. How do performers select repertoire?
5. How do individuals choose music to experience?
6. How does understanding the structure and context of music inform a response?
7. How do we discern the musical creators' and performers' expressive intent?
8. How do musicians make meaningful connections to creating, performing and responding?



General Music Curriculum Grade Levels 6 - 8

ideas, and knowledge to creating, performing and responding.

New Jersey Student Learning Standards	G7 U3 Student Learning Objectives	Practices
<p>1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.</p> <p>1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe cultural musical performances with diverse and inclusive language and terminology. ● Perform music with cultural authentic practices, demonstrating technical accuracy that captures the creator's intent. ● Create rhythmic accompaniments with attention paid to a specific cultural context and intent. ● Compare the structure of several cultural music genres with respect to the elements of music contained within. ● Explain the connection between music and other disciplines relative to the norms and expectations of the performance or genre. 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine <p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present <p>Responding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select, Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret <p>Connecting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interconnect



General Music Curriculum Grade Levels 6 - 8

application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.

G7 Unit 3: Core Unit Content



General Music Curriculum Grade Levels 6 - 8

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Folk music <input type="checkbox"/> Global music <input type="checkbox"/> Culture <input type="checkbox"/> Diversity 	<ul style="list-style-type: none"> <input type="checkbox"/> Culture: the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. <input type="checkbox"/> Folk music: music that originates in traditional popular culture or that is written in such a style. <input type="checkbox"/> Global music: a Western musical category encompassing many different styles of music from other parts of the globe. 	<ul style="list-style-type: none"> <input type="checkbox"/> Music is diverse in many ways. <input type="checkbox"/> Music can be different in other places of the world because of the culture, language, traditions, etc.

G7 Unit 3: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
<ul style="list-style-type: none"> • Teacher created materials • Manipulatives • Technology (SmartBoard/iPad/Chromebook/Computer/etc.) • Piano/Keyboard • Bucket drumming • Garage Band 	<ul style="list-style-type: none"> • Websites (NAfME, NJMEA) • Professional Development opportunities • Chrome Music Lab • Virtual field trip to the instrument museum • Folk music • Composer of the Month activities • Videos (YouTube, etc.)

Key Performance Tasks/Assessments

<p>Formative assessments:</p> <ul style="list-style-type: none"> • Teacher observation



General Music Curriculum Grade Levels 6 - 8

- Teacher verbal feedback
- Class participation
- Performances
- Written assessments/projects

Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Match pitch
- Follow notation
- Create rhythmic accompaniments

Alternative Assessments:

- Teacher created



General Music Curriculum Grade Levels 6 - 8

Grade 8

G8 Unit 1: Storytelling Through Music	Pacing: 10-13 weeks
<p>Unit Summary: In this unit, students are provided with a prompt to then respond with a musical score that incorporates the appropriate techniques acquired through the storytelling music medium. As a requisite to this unit, the students must explore some of the music world’s most renowned storytellers including but not limited to the musical genres of pop, theater, and film. Students will use storytelling techniques from media, such as literature, films, and musicals, to create their own musical storytelling project.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources. ● Musicians’ creative choices are influenced by their expertise, context and expressive intent. ● Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes a good storyteller? 2. How does music tell a story? 3. How does a composer connect the elements of storytelling to music?

New Jersey Student Learning Standards	G8 U1 Student Learning Objectives	Practices
<p>1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Generate a soundscape or soundtrack based on a story (e.g. a film scene, play, etc.) 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine



General Music Curriculum Grade Levels 6 - 8

purpose and context (e.g., social, cultural, historical).

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

- Organize ideas using music technology.
- Create criteria to evaluate successful storytelling through music.
- Connect music storytelling through specific historical figures (e.g. Billy Joel, Billie Eillish, Stephen Sondheim, John Williams, etc.)

Performing:

- Rehearse, Evaluate, Refine
- Select, Analyze, Interpret
- Present

Responding:

- Select, Analyze
- Evaluate
- Interpret

Connecting:

- Interconnect



General Music Curriculum Grade Levels 6 - 8

Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.

G8 Unit 1: Core Unit Content

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<input type="checkbox"/> Music can tell a story.	<input type="checkbox"/> Music storytelling: an attempt at depiction through music, without the assistance of words.	<input type="checkbox"/> Music tells a story through the use of cultural, historical, and social ideas.

G8 Unit 1: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
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General Music Curriculum Grade Levels 6 - 8

- Teacher created materials
- Manipulatives
- Technology (SmartBoard/iPad/Chromebook/Computer/etc.)
- Piano/Keyboard
- Storytelling project

- Websites (NAfME, NJMEA)
- Professional Development opportunities
- Artists including LGBTQ
- Videos (YouTube, etc.)

Key Performance Tasks/Assessments

Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments

Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Create a soundtrack using music technology

Alternative Assessments:

- Teacher created



General Music Curriculum Grade Levels 6 - 8

G8 Unit 2: Program Creations	Pacing: 10 - 13 weeks
<p>Unit Summary: Within this unit framework, students will generate their own program creations synthesizing genre, personal connections and experiences, and understanding of the elements of music. In response to their own interests or experiences, students will demonstrate how music connects to their world.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creator(s) or performer(s) manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes a program of music interesting? 2. How do programs interest audiences? 3. How do individuals choose music to experience?

New Jersey Student Learning Standards	G8 U2 Student Learning Objectives	Practices
<p>1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Connect personal feelings and interests to various pieces of music. ● Create a program or playlist based upon a narrative or personal reflection. ● Articulate the way the elements of music might change compositional decisions. 	<p>Creating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan, Make <input type="checkbox"/> Evaluate, Refine <p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present <p>Responding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select, Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret



General Music Curriculum Grade Levels 6 - 8

1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Connecting:

- Interconnect

Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.

G8 Unit 2: Core Unit Content

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program music: music that is intended to evoke images or 	<ul style="list-style-type: none"> <input type="checkbox"/> The creators' and performers' expressive intent is evoked in program music through the use of social,



General Music Curriculum Grade Levels 6 - 8

convey the impression of events.

cultural, or historical ideas.

G8 Unit 2: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials
- Manipulatives
- Technology (SmartBoard/iPad/Chromebook/Computer/etc.)
- Piano/Keyboard
- Garage Band

Supplemental Instructional Materials

- Websites (NAfME, NJMEA)
- Professional Development opportunities
- Chrome Music Lab
- Project on connections of music to the world (e.g. a playlist that goes through the phases of a relationship)
- Videos (YouTube, etc.)

Key Performance Tasks/Assessments

Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments/projects

Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music



General Music Curriculum Grade Levels 6 - 8

Benchmark Assessments:

- Creating a program or playlist

Alternative Assessments:

- Teacher created

G8 Unit 3: Music & Me 2.0

Pacing: 10 - 13 weeks

Unit Summary: In this unit, students will form personal connections to music making from a practical perspective. Students will investigate various careers in the field of music. As an eventual goal, they will be able to understand the context of how their daily life fits into the media world.

Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Questions:

- How do we affect the musical world and how does it affect us?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

New Jersey Student Learning Standards

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

G8 U3 Student Learning Objectives

Students will be able to:

- Connect their personal music making to careers in music more broadly.

Practices

Creating:

- Imagine
- Plan, Make
- Evaluate, Refine



General Music Curriculum Grade Levels 6 - 8

<p>1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p> <p>1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</p> <p>1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<ul style="list-style-type: none"> ● Contextualize participation in music within culture and media. ● Create and perform a work popularized by current media forms. 	<p>Performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehearse, Evaluate, Refine <input type="checkbox"/> Select, Analyze, Interpret <input type="checkbox"/> Present <p>Responding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select, Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Interpret <p>Connecting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interconnect
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Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education



General Music Curriculum Grade Levels 6 - 8

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.

G8 Unit 3: Core Unit Content

<i>Key Music Concepts</i>	<i>Vocabulary</i>	<i>Social, Cultural, or Historical Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Careers in Music <input type="checkbox"/> Social media and music <input type="checkbox"/> Digital citizenship 	<ul style="list-style-type: none"> <input type="checkbox"/> Career: an occupation undertaken for a significant period of a person's life and with opportunities for progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Various time periods, cultures, or social times affect a style of music.

G8 Unit 3: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
<ul style="list-style-type: none"> ● Teacher created materials ● Manipulatives ● Technology (SmartBoard/iPad/Chromebook/Computer/etc.) ● Piano/Keyboard ● Careers in Music project 	<ul style="list-style-type: none"> ● Websites (NAfME, NJMEA) ● Professional Development opportunities ● Digital citizenship ● Social media and music (cultural impact) ● Videos (YouTube, etc.)

Key Performance Tasks/Assessments

Formative assessments:



General Music Curriculum Grade Levels 6 - 8

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments/projects

Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

Benchmark Assessments:

- Careers in music project

Alternative Assessments:

- Teacher created