

# **Moonachie School District**

## **Music Curriculum**

### **Grades 6-8**

*New Jersey Student Learning Standards*

Born on & Board Approved – January 2, 2019

<b>Curriculum Details Music Grades 6-8</b>	
<b>Core Materials</b>	Age and Grade Appropriate Musical Instruments
<b>Interdisciplinary Connections</b>	<p style="text-align: center;"><u>Sixth Grade</u></p> <p><u>ELA</u>  NJSLS. RST.6-8-4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.  SL.6.1. 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.  L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  WHST.6-8-9. Draw evidence from informational texts to support analysis, reflection, and research.  <u>Social Studies:</u>  6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p style="text-align: center;"><u>Seventh Grade</u></p> <p><u>ELA</u>  RST.6-8.3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.  RST.6-8.4. Determine The Meaning Of Symbols, Key Terms, And Other Domain-Specific Words And Phrases As They Are Used In A Specific Scientific Or Technical Context Relevant To Grades 6-8 Texts And Topics.  SL.7.1. Engage Effectively In A Range Of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners On Grade 7 Topics, Texts, And Issues, Building On Others Ideas And Expressing Their Own Clearly.  L.7.3. Use Knowledge Of Language And Its Conventions When Writing, Speaking, Reading, Or Listening  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  WHST.6-8-9. Draw evidence from informational texts to support analysis, reflection, and research.  <u>Social Studies</u>  6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.  <u>Math</u>  7.RP.A: Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p style="text-align: center;"><u>Eighth Grade</u></p> <p><u>ELA</u>  NJSLS. RST.6.8-4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.  SL.8.1. 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.  L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Social Studies:</u> 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</p>	<p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>Career Ready Practices</b></p>	<p><b>21st Century Life and Careers</b> (by the end of 8th grade)</p>
<p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p>	<p><b>Technology Standards</b></p>
<p><u>Sixth-Eighth Grade</u></p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4: Assess the credibility and accuracy of digital content. 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem</p>	<p><u>Sixth Grade</u></p>
<p><u>Seventh Grade</u></p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4: Assess the credibility and accuracy of digital content. 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.2.8.A.5: Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies. 8.1.8.C.1: Explain how different teams/groups can contribute to the overall design of a product. 8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem. 8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system</p>	<p><u>Seventh Grade</u></p>
<p>8.1.8.D.2: Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4: Assess the credibility and accuracy of digital content. 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p><u>Eighth Grade</u></p>

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>• Curriculum Compacting</li> <li>• Inquiry-based instruction</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Room for Artistic Choices</li> <li>• Elevated Technique Complexity</li> <li>• Additional Projects</li> <li>• Adaptation of requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer Modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• World Walls</li> <li>• Check for understanding of directions</li> <li>• Use posters with directions written in pictures in all languages</li> <li>• Seat student close to the teacher</li> <li>• Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in student's IEP</li> <li>• Work with paraprofessional</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>• Solidify and refine concepts through repetition</li> <li>• Provide extended time</li> <li>• Repeat directions</li> <li>• Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations</li> <li>• Give directions/instructions verbally and in simple written format</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed</li> <li>• Oral prompts can be given</li> </ul>

**Essential Question(s): How do underlying structures unconsciously guide the creation of music works? Does music have boundaries?**

**Content: Visual and Performing Arts**

**1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**B- Music**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Common, recognizable musical forms often have characteristics related to specific cultural traditions.	1.1.8.B.1 Analyze the application of the elements of <u>music</u> <u>diverse</u> Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Elements of Music Western Scores
Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.	1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the <u>elements of music</u> in diverse styles and genres of musical compositions.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Compare Contrast Structural Forms Elements of Music Genres Musical Compositions

Essential Question(s): Does art define culture or does culture define art? What is old and what is new in any work of art? How important is "new" in art?				
Content: Visual and Performing Arts				
1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.				
A. History of the Arts and Culture				
Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History Technology	Innovations
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Contemporary
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History Political Science Sociology	Analyze

**Essential Question(s):** How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

**Content: Visual and Performing Arts**

**1.3 Performance**All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**B. Music**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Western, non-Western, and avant-garde notation systems have distinctly different characteristics.	1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Instrumental Vocal Compositions Complex Standard Non-standard Western Avant-Garde Notation
Stylistic considerations vary across genres, cultures, and historical eras.	1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Genre Stylistic
Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.	1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Theoretical Written Scores Grand Staff
Improvisation is a compositional skill that is dependent on understanding the elements of <u>musicas well</u> as stylistic nuances of <u>historical eras and genres of</u> music.	1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Genre

**Essential Question(s): How do we judge and analysis music?**

**Content: Visual and Performing Arts**

**1.4 Aesthetic Responses & Critique Methodologies**All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**A. Aesthetic Responses**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Observation Emotional Visual Art
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Utilitarian Non-utilitarian
Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.	1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Artistic Styles
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Compare Contrast Societal Norms Values
Symbolism and metaphor are characteristics of art and art-making.	1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists	Language Arts	Symbolism Metaphors



<p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p>1.4.8.A.6 Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</p>	<p>- Rubrics Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>N/A</p>	<p>Differentiate Traditional Conventional</p>
<p>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p>	<p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>N/A</p>	<p>Analyze Form Function Craftsmanship Originality Representative Works</p>

**Essential Question(s): When is art criticism vital and when is it not?**

**Content: Visual and Performing Arts**

**1.4 Aesthetic Responses & Critique Methodologies**All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**B- Critique Methodologies**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections	Vocabulary
Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Technical Proficiency Evaluate
Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Formal Structures Technical Proficiency
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	Language Arts	Archetypal Subject Matter

**CURRICULUM MAP – VOCAL/GENERAL MUSIC GR. 6**

Class	September	October	November	December	January
<b>Gr. 6 Vocal/General Music</b>	Music Theory - Lines & spaces in treble clef - Note values - Following musical notation on a staff	Music Theory - Sight singing for rhythmic & tonal accuracy - Dynamics - Tempo & tempo markings Spanish Instrument Project Halloween songs Program music - Danse Macabre - Sorcerer's Apprentice	Music Theory - Time signatures 2/4, 3/4, 4/4, 6/8 Families of the Orchestra - Peter and the Wolf Veterans Day songs	December Holiday songs - Chanukah, Kwanzaa, Las Posadas Instrument recognition Instrument Bingo	The Orchestra -String Family -Woodwind Family - String and woodwind folk instruments - World instruments project

Vocal/Gen. Music Gr. 6

Class	February	March	April	May	June
<b>Gr. 6 Vocal/General Music</b>	Orchestra - Brass family  February Holidays - Songs of friendship - Broadway tunes	-Orchestra - Percussion family - Instrument project  Music Bingo  World instrument recognition  Irish songs	Program Music & Famous Composers -Camille Saint Saens "Carnival of Animals" - George Gershwin "An American in Paris" - Richard Wagner "Wedding March" - Giuseppe Verdi "Anvil Chorus" - Johann Strauss "Blue Danube"	Songs from around the world Jamaica Latin America France Africa	-Review songs from the entire year -Camp songs -American folk songs

Vocal/General Music Gr. 7

**CURRICULUM MAP – Vocal/General Music Gr. 7**

Class	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Gr. 7 Vocal/General Music</b>	Lines & Spaces - Treble clef - Bass clef  Notation - review note values	Middle Ages  Lines & Spaces - Bass clef  Evolution of Staff - medieval to current - nuances	Middle Ages  Gregorian Chant Critique Process - instrumentation - lyrics - melody  Renaissance Period - characteristics - sacred music - secular music - instrumental music	Renaissance Period - secular music - instrumental music  Baroque Period - characteristics  J.S. Bach - biography and pieces written - fugue	Baroque Period  J.S. Bach - student presentations  George F. Handel - biography	Baroque Period  George F. Handel - biography - music written  Antonio Vivaldi - song analysis

Vocal/General Music Gr. 7

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Classical Period</p> <ul style="list-style-type: none"> <li>- characteristics</li> <li>- creation of symphony</li> <li>- addition of brass and percussion</li> <li>- addition of concert hall</li> <li>- public support of music</li> </ul> <p>Joseph Haydn</p> <ul style="list-style-type: none"> <li>- "Surprise Symphony"</li> </ul>	<p>Classical Period</p> <p>Ludwig Van Beethoven</p> <ul style="list-style-type: none"> <li>- life and music</li> <li>- 5<sup>th</sup> symphony</li> <li>- deafness and blindness</li> </ul>	<p>Classical Period</p> <p>Beethoven</p> <ul style="list-style-type: none"> <li>- collage presentations by students</li> </ul> <p>Wolfgang Amadeus Mozart</p> <ul style="list-style-type: none"> <li>- biography and music</li> <li>- innate ability vs. learned skill</li> </ul>	<p>Classical Period</p> <p>Wolfgang Amadeus Mozart</p> <ul style="list-style-type: none"> <li>- jealousy and greed</li> <li>- performer not businessman</li> </ul> <p>Review of orchestral instruments</p>	<p>Program Music (Seasonal)</p> <ul style="list-style-type: none"> <li>- Danse Macabre</li> <li>- Nutcracker Suite</li> <li>- Sorcerer's Apprentice</li> <li>- Peter and the Wolf</li> <li>- Barber of Seville</li> </ul>	<ul style="list-style-type: none"> <li>- review songs from student repertoire</li> <li>- music jeopardy</li> <li>- suggestions for next year</li> </ul>

**CURRICULUM MAP – VOCAL/GENERAL MUSIC GR. 8**

Class	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Gr. 8 Vocal/General Music</b>	<p>Music of the decades</p> <ul style="list-style-type: none"> <li>- Specific characteristics</li> <li>- Use and misuse of music</li> <li>- Gender bias</li> </ul>	<p>Marketing music</p> <ul style="list-style-type: none"> <li>- Analysis of colors, graphics, fonts</li> <li>- Gender and age</li> <li>- Stereotypes</li> </ul>	<p>Marketing music</p> <ul style="list-style-type: none"> <li>- Create original CD cover</li> <li>- Marketing issues of the past, payola scandal</li> </ul>	<p>Payola scandal</p> <ul style="list-style-type: none"> <li>- FCC, government intervention</li> <li>- Role play of payola scandal payoffs</li> </ul>	<p>Beatles</p> <ul style="list-style-type: none"> <li>- Life and music of John Lennon</li> <li>- Compare songs of early and later years</li> </ul>

Class	Week 6	Week 7	Week 8	Week 9
<b>Gr. 8 Vocal/General Music</b>	<p>Beatles</p> <ul style="list-style-type: none"> <li>- Influence on movies <i>Yellow Submarine</i>, <i>Help</i>, <i>Hard Days Night</i></li> <li>- Life and Music of Paul McCartney</li> <li>- Influences by outside forces of society</li> </ul>	<p>Beatles</p> <ul style="list-style-type: none"> <li>- Life and music of George Harrison and Ringo Starr</li> <li>- Contributions by the group</li> <li>- Group breakup</li> </ul>	<p>Music of the 1950s decade</p> <ul style="list-style-type: none"> <li>- Characteristics of the decade</li> <li>- Life and music of Bill Haley and the Comets and Fats Domino</li> <li>- Compare pop songs of the 1950's to blues and jazz songs of the 1950's</li> </ul>	<p>Music of the 1950's</p> <ul style="list-style-type: none"> <li>- Life and music of Little Richard and Jerry Lee Lewis</li> <li>- Segregation in the music industry</li> </ul>