Moonachie School District

General Music Curriculum:

Grades 6 - 8

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022

Re-Adopted: January 31, 2023

| **1.3a General Music: Grades 6-8** | | | | |
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| **ARTISTIC PROCESS: Creating** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| 1. Generating and conceptualizing ideas | The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources | | How do musicians generate creative ideas? | Imagine |
| 1. Organizing and developing ideas. | Musicians’ creative choices are influenced by their expertise, context and expressive intent. | | How do musicians make creative decisions? | Plan, Make |
| 1. Refining and completing products. | Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. | | How do musicians improve the quality of their creative work? | Evaluate, Refine |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 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) | | | | |
| 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.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences | | | | |
| 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. | | | | |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
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| Five elements of music | SWBAT differentiate between listening and hearing.  SWBAT creates a short arrangement using quaver. | * Listening vs hearing examples using analogies to improve active listening * Quaver Music used to compose music in accordance to a specific element | * Formative teacher assessments and formal written assessments on listening/hearing * Quaver Composition |
| Scoring, mood, tone | SWBAT will select music and apply appropriate music to video to modify tone and mood. | * Scoring activity   + Show students examples of various type of scores/video   + Adding music to video to create mood/tone that appropriate   + Modifying existing videos with music to change the intent/mood | * Visual and oral formative teacher assessment * Student music video content as an assessment |
| Notation (quarter, eighth, etc), tempo, dynamics, tone | SWBAT create, perform, and record a percussion composition | * Percussion Composition   + Model an example composition, dissect percussion elements (notes, techniques, etc)   + Teach different parts of the drum   + Each student composes a section (# of measures), and then combine   + Record each section and combine   + Non-standard musical notation used | * Formative teacher visual and listening assessments * Non-standard notation * Performance recording |
| **Resources/Materials** | * Quaver Music subscription * Soundtrap * Percussion activity: buckets, drum sticks, recording device (EG flipgrid) * Technology: google office apps (or other similar apps), audacity (or other music editors), shot cut (or other video editor), youtube | | |
| **Interdisciplinary Connections** | **Grade 6**  RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **Grade 7**  RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  RL.7.8 Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.  **Grade 8**  1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.  1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. | | |
| **Computer Science and Design Thinking** | 8.2.8.ITH.2: Compare how technologies have influenced society over time. | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **1.3a General Music: Grades 6-8** | | | | |
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| **ARTISTIC PROCESS: Performing** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| 1. Selecting, analyzing, and interpreting work | 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. | | How do performers select repertoire? | Select, Analyze, Interpret |
| 1. Developing and refining techniques and models or steps needed to create products. | To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. | | How do musicians improve the quality of their performance? | Rehearse, Evaluate, Refine |
| 1. Conveying meaning through art. | Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. | | When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? | Present |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 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.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each  1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.  1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.  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). | | | | |
| 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.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. | | | | |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
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| 12 bar blues, form, call and response, decorum, style, genre | SWBAT appreciate, create, and perform a blues piece | Blues unit:   * History of Blues and origin * Connection to slavery * Analyze the structure (12 bar blues, rhyming words, rhyming patterns) * Create and perform a blues piece (1 verse) * Performance with an audience (classmates, teachers, admins) | * Formative teacher observations and feedback * Composition * Performance |
| Tone, articulation/stick heights, notes/hand accuracy, rhythm accuracy, stage presence, emotion | SWBAT create musical criteria and assess a performance | Criteria and Critiquing:   * Identify various musical criteria in a rubric * Show student various videos of musical performances to assess (good and bad examples) * Being a good audience member (understanding the atmosphere, venue, appropriate etiquette and decorum) * Creating a self-assessment rubric | * Formative teacher observations and feedback * Assessment Rubric |
| Notation, pitch, key signature, time signature, intonation, sight-reading | SWBAT increases the fluency and accuracy of sight reading both for rhythm and notation and pitch. | Musical Sight-Reading:   * Introduce instruments to help students practice and understand sight-reading (percussion, recorder, ukulele/guitar, keyboard) * Audience participation (call-response) to practice sight-reading * Sight Reading Factory student practice for sight reading | * Sight-reading recordings * Formative teacher observations/feedback |
| protest | SWBAT understand and analyze the evolution of protest music in US History and connect it to modern events. | Protest Music:   * Introducing students to a variety of protest music from past and present (evolution of protest music in American history) * Analyze lyrics, discuss the historical context and connections at the time * Students write their own lyrics for their own cause * Fundraiser activity   + Students choose a social cause and which artists to include in the fundraiser | * Socratic Seminar * Student created lyrics * Fundraiser activity |
| **Resources/Materials** | * [www.sightreadingfactory.com](http://www.sightreadingfactory.com) * Appropriate instruments (guitar, keyboard, ukulele, etc) * Music for Sight Singing by *Ottman* | | |
| **Interdisciplinary Connections** | **Grade 6**  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  **Grade 7**  W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  **Grade 8**  W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. | | |
| **Computer Science and Design Thinking** | 8.2.8.ITH.2: Compare how technologies have influenced society over time. | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **1.3a General Music: Grades 6-8** | | | | |
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| **ARTISTIC PROCESS: Responding** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| 1. Perceiving and analyzing products. | 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. | | How do individuals choose music to experience? How does understanding the structure and context of music inform a response? | Select, Analyze |
| 1. Applying criteria to evaluate products. | The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria | | How do we judge the quality of musical work(s) and performance(s)? | Evaluate |
| 1. Interpreting intent and meaning. | Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | | How do we discern the musical creators’ and performers’ expressive intent? | Interpret |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 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.  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).  1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. | | | | |
| 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances. | | | | |
| 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. | | | | |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
| --- | --- | --- | --- |
| Lyrics, elements of music | SWBAT create a curated playlist that reflect their experiences and explain why they chose those pieces | Soundtrack of my life:   * Students curate a playlist that reflect their current experiences or recent life events over a specific time period * Students use the elements of music to guide students in their choice * Students journal their explanations and connections to their playlists * Students present a slideshow detailing and explaining their playlist | * Playlist * Journal * Slideshow |
| Five Elements of Music | SWBAT differentiate between listening and hearing. | * Listening vs hearing examples using analogies to improve active listening | * Formative teacher assessments and formal written assessments on listening/hearing |
| **Resources/Materials** | Google docs, slideshow programs, youtube for linking playlists | | |
| **Interdisciplinary Connections** | **Grade 6**  RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  **Grade 7**  RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events  **Grade 8**  W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/ self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions  to achieve a group goal. | | |
| **Computer Science and Design Thinking** | 8.2.8.ITH.2: Compare how technologies have influenced society over time. | | |

| **Modifications** | | | | |
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| **1.3a General Music: Grades 6-8** | | | | |
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| **ARTISTIC PROCESS: Connecting** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| 1. Synthesizing and relating knowledge and personal experiences to create products. | Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. | | How do musicians make meaningful connections to creating, performing and responding? | Interconnection |
| 1. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. | Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. | | How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music? | Interconnection |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 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. | | | | |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
| --- | --- | --- | --- |
| Simile, metaphor, personification, hyperbole, idiom (et al) | SWBAT identify figurative language in lyrics. | Figurative language:   * Review different types of ELA figurative language (similes, metaphors, hyperboles, etc) * Students scour various lyrics and pull figurative language from lyrics | * Students fill out the template that details the song information and lyric |
| subjective , objective | SWBAT collective brainstorm and analyze the idea and definition of music.  SWBAT understand the difference between subjective and objective evaluation | What is music?   * 30 word list of what is music for each student * Create a compiled sheet of the student responses * Discuss and analyze and connect to other disciplines and daily life * Concepts of subjective vs objective   + Using the definition to create a more mindful way of listening to music and diversity of music | * Formative teacher observations * Student word lists/collage |
|  | SWBAT compose a coherent email to a favorite musician. | Fan Email   * Students write a coherent to email to their favorite musician. (Descriptions of lyrics, influences, feelings, emotions, etc). * Formatting: To, CC, BCC, subject, intro, body, closing | * Successful student email to the teacher. |
| **Resources/Materials** | * Lyrics, google/microsoft office software, youtube | | |
| **Interdisciplinary Connections** | **Grade 6**  L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **Grade 7**  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **Grade 8**  RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement | | |
| **Computer Science and Design Thinking** | 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. | | |

| **Modifications** | | | | |
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