



GRADE 6-8 MUSIC CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born: January 2015

Revised: August 2022

Course Title:	Music	Grade(s) 6
Unit Plan Title:	6 th Grade General Music – World Music Passports	
Overview/Rationale		
Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – This curriculum is designed to promote lifelong artistic literacy and fluency.		
Technology Strand(s)		
NJCCCS-T 8.1 Select and use applications effectively and productively		
Technology Standard(s) (Established Goals)		
NJCCCS-T 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.		
Career and Technical Education Career Cluster(s)/Pathway(s)		
Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy- Civic Financial Responsibility		

Career and Technical Education Standard(s) (Established Goals)

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Interdisciplinary Standard(s)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Enduring Understandings:

Students will understand that...

... Music from all over the world share the same elements of music, just applying them differently.

... Music can express and convey thoughts and feeling even the lyrics are not in a language they speak or have any lyrics at all.

... they can appreciate and even like music that is outside of their norm for its own sake.

... they experience music much more often than they realize.

... they can encourage their families, friends, and community to appreciate music from other cultures.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How can music convey thoughts and feeling when you don't understand the lyrics or there aren't any lyrics?

How are the genres of music we listen to from all over the world similar? How are they different?

What do you like most about the piece we are listening to? Why?

Thinking through your day, what are the times you hear music? How many places? How many different ways (car radio, phone, teachers' speakers, overhead in a store, on TV, etc.)

Which of the pieces we've listened to in class do you think your family would like best? Why?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
	T	Global Awareness		T	Critical Thinking & Problem Solving
	T	Environmental Literacy		T	Creativity and Innovation
	E	Health Literacy		E	Collaboration, Teamwork and Leadership
	E	Civic Literacy		A	Cross-Cultural and Interpersonal Communication
	E	Financial, Economic, Business and Entrepreneurial Literacy		A	Communication and Media Fluency
				E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

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

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- How to respond to music being informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Students will be able to (do)...

- VaPA NJSLS 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).
- VaPA NJSLS 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- VaPA NJSLS 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- VaPA NJSLS 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

- **Find Your Voice Project** – Students will evaluate how music impacts their daily lives and reflect on how they interact with music on a regular basis.
- **World Music Passports** – *Students will complete a passport entry for each genre of music we hear from around the world. Entries include identifying and interpreting elements of music, title, genre, origin, and responding with thoughts and feeling about the musical work. (16 genres/cultures)*
- **Compare and Contrast Project** – students choose groups are assigned two genres we explored. Students make

Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* *****Attach all**

Benchmarks

- Students get passports back with teacher notes. Students are encouraged to look at the notes to help inform how to perform better on future assignment.
- Students are encouraged to use Elements of Music notes they took to complete Passport properly and completely.
- Students are encouraged to reread information about each country and genre to inform results.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Linking Prior Knowledge- Ss look at the front cover of the elements of music and recall everything they can about each element.

Vocabulary/ Guided note taking: Ss take turns adding their symbols to the board for all to see. Teacher corrects any mistaken symbols and reviews their names and what they mean with the class. Ss add any that were not on their page, correct any that were wrong, and add names and meaning to their symbols page. Teacher adds any important symbols the Ss missed.

D SE- students are given written notes to copy from rather than the Smart TV.

Students will use their music passport to explore a new genre of music each class.

Theory will connect with the genre we are learning about as well as all music.

Each Genre will be explored by listing to a piece, finding it's origins on the map, identifying instruments used within, deducing unique characteristics of each genre, and evaluating the elements of music in each piece.

D- SE teacher will assist students are more difficult sections in groups or individually as needed.

D- ELL – requirements and expectations translated into native language.

Writing will connect all of these sections to each other and connect Literacy to our music classroom every day. Writing prompts may vary, but will involve student reflection of the genre of the day.

Create a presentation using a combination of slide shows, songs, pictures, drawings, playlists, and/or essays to answer all questions, using creativity.

Questions to be answered:

1. When you listen to music, how do you listen? What genres? When? Where? Why? - don't forget you hear music in places like the grocery store (overhead speakers) and gym class.
2. If you sing or play an instrument, what do you play or sing? When? With who? Why?
3. Do you ever write poems or song lyrics? If so, where, when, how, why?
4. Do you ever write music? If so, where, when, how, why?
5. Have you ever made music, like recording your own songs or making music with a computer? If so, where, when, how, why?
6. Who are you in relation to music? - Using the answers to all the other questions, how are you related to music? How do you use music to express your emotions or ideas? How do you use it? That is, I listen to sad music and it helps me overcome my sadness, or I write songs to help express my emotions, or I make music to connect with other people. You will have more than one answer. Take some time and download them all. Your relationship with music is probably more complex than you think. List what it is, a music: listener, curator, composer, lyricist, player, singer, mixer, producer, DJ, etc. with why and how each one does it.

D- SE, GT- Modified questions and presentation expectations as needed.

D- ELL – project requirements and expectations translated into native language.

Resources

- "The World's Music" audio program 2008 Holt McDougal
- Google Classroom and Suite

Suggested Time Frame:

36 days (1 Cycle)

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Course Title:	Music	Grade(s) 7
Unit Plan Title:	7 th Grade General Music – Pianos	
Overview/Rationale		
Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – This curriculum is designed to promote lifelong artistic literacy and fluency.		
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NJCCCS-T 8.1 Select and use applications effectively and productively		
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Career and Technical Education Career Cluster(s)/Pathway(s)		
Career Readiness, Life Literacies, and Key Skills 9.1 Career Awareness and Planning - Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals		

Career and Technical Education Standard(s) (Established Goals)

- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Interdisciplinary Standard(s)

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLS:

(*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.)

1.3C.12adv.Cr1a
1.3C.12adv.Cr2a
1.3C.12adv.Cr3a
1.3C.12adv.Cr3b
1.3C.12adv.Pr4a
1.3C.12adv.Pr4b
1.3C.12adv.Pr4c
1.3C.12adv.Pr5a
1.3C.12adv.Pr6a
1.3C.12adv.Pr6b
1.3C.12adv.Re7a
1.3C.12adv.Re7b
1.3C.12adv.Re8a
1.3C.12adv.Re9a
1.3C.12adv.Cn10a

1.3C.12adv.Cn11a

8.1 & 8.2 Standards

8.1.8.DA.3

9.2 & 9.4 Standards

9.2.8.CAP.5

9.2.8.CAP.10

9.2.8.CAP.12

9.2.8.CAP.15

9.2.8.CAP.17

9.2.8.CAP.18

9.4.8.Cl.3

9.4.8.DC.2

9.4.8.DC.3

9.4.8.DC.4

9.4.8.DC.5

9.4.8.DC.6

9.4.8.DC.7

9.4.8.GCA.1

9.4.8.GCA.2

9.4.8.IML.1

9.4.8.IML.2

9.4.8.IML.4

9.4.8.IML.6

9.4.8.IML.7

9.4.8.IML.10

9.4.8.IML.12

9.4.8.IML.15

9.4.8.IML.1

9.4.8.TL.3

9.4.8.TL.5

9.4.8.TL.6

CRLKSPs

CRLLKSP 3
CRLLKSP 4
CRLLKSP 5
CRLLKSP 7
CRLLKSP 8
CRLLKSP 9

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1.3C.12adv.Pr4c
1.3C.12adv.Pr5a
1.3C.12adv.Pr6a
1.3C.12adv.Pr6b
1.3C.12adv.Re7a
1.3C.12adv.Re7b
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9.2.8.CAP.18
9.4.8.CI.3
9.4.8.DC.2
9.4.8.DC.3
9.4.8.DC.4
9.4.8.DC.5
9.4.8.DC.6
9.4.8.DC.7
9.4.8.GCA.1
9.4.8.GCA.2
9.4.8.IML.1
9.4.8.IML.2
9.4.8.IML.4
9.4.8.IML.6
9.4.8.IML.7
9.4.8.IML.10
9.4.8.IML.12
9.4.8.IML.15
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1.3C.12adv.Pr4b

1.3C.12adv.Pr4c

1.3C.12adv.Pr5a

1.3C.12adv.Pr6a

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9.4.8.GCA.2
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Interdisciplinary curriculum coordination will be done with various departments on a regular basis. Possible connections include:

- *World History*
- *Art*
- *Math*
- *World language for articulation*
- *Language Arts: musical terms for articulation, tempo and dynamics*
- *Biology (breathing, embouchure)*
- *Computer technology*
- *Social Studies offering - Popular Music*
- *Technology and Computer classes enhancing student's ability to efficiently work with computer based music programs*
- *Library and Internet searches for music, lyrics, and histories of various performers*
- *For students interested in composition, encouraging proficiency in poetry, literature, and social studies:*
 - *Social studies offering - Popular Music*
- *Technology and computer classes enhancing student's ability to work efficiently with computer-based music programs*
- *Library and Internet searches for music, lyrics, and histories of various performers*
- *For students interested in composition, encouraging proficiency in poetry, literature, and social studies*
- *Appropriate and competent use of relevant websites and digital software and equipment*
- *Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress*
 - *Presentation and exploration of related career possibilities*
- *Working in teams to create group based learning activities and projects CRLKSP1*
- *Application of skills learned in class to project based activities CRLKSP2*
- *Emphasis on importance of proper nutrition for student learning CRLKSP3*

Enduring Understandings:***Students will understand that...***

- Written music allows us to play music we've never heard before correctly.
- Musical styles vary and the elements of music help musicians perform all musical genres.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How do we perform a song we've never heard before?
- Do the elements of music work of all genres of music or a select few?

In this unit plan, the following 21st Century themes and skills are addressed:*Check all that apply.***21st Century Themes**

E	Global Awareness
E	Environmental Literacy
E	Health Literacy
E	Civic Literacy
E	Financial, Economic, Business and Entrepreneurial Literacy

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.***21st Century Skills**

T	Critical Thinking & Problem Solving
T	Creativity and Innovation
E	Collaboration, Teamwork and Leadership
E	Cross-Cultural and Interpersonal Communication
E	Communication and Media Fluency
A	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

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

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Students will know how to match the piano key and notes middle C, D, E, F, and G playing them with their right hand.
- Students will know how to apply the elements of music to the music they are playing on the piano.
- Students will perform written music on the piano.

Students will be able to (do)...

- VaPA NJSLS 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- VaPA NJSLS 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality,

	<p>emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.</p> <ul style="list-style-type: none"> ● VaPA NJSLS 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. ● VaPA NJSLS 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. ● VaPA NJSLS 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). ● VaPA NJSLS 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
Assessment Evidence:	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <ul style="list-style-type: none"> ● Students will match the piano key and notes middle C, D, E, F, and G playing them with their right hand. ● Students will apply the elements of music to the music they are playing on the piano. 	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?)</i></p> <ul style="list-style-type: none"> ● Piano Self-reflection logs – each day students will reflect on their time on the piano noting at least one thing they did well that day and at least one thing they would like to focus on the next time they are on the piano.

- Students will perform the Eeensy Weensy Spider on the piano for teacher. Correct notes played (40%). Note held for proper value (40%). Piece played smoothly without pausing (10%). Notes played with the correct fingers (10%).

*****Attach all Benchmarks**

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Note taking: Elements of Music foldables (D-ELL and SE)

Rhythm Challenge – students play rhythms in groups as a competition

Break into groups: Chromebook, pianos

Piano- Direct instruction: number fingers, 1st position, middle C, warm-up runs, one hand and both hands, C scale, Itsy Bitsy Spider (D-ELL, G&T, and SE)

Chromebooks- Treble Clef note recognition and Bass Clef note recognition apps (D-ELL and SE)

Listen to and evaluate “The Planets” (D-ELL and SE)

Compare and contract versions of “What a Wonderful World” (D-ELL and SE)

Analyze “In The Hall of the Mountain King” (D-ELL and SE)

Escape the Music Room – digital escape room game (D-G&T)

Piano Reflection Logs (D-ELL and SE)

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk and Students with 504 Plans)

- *Peer mentoring on problems*
- *Differentiated teacher feedback on assignments*
- *Modelling out accounting problems on whiteboard*

- *Visual aids as we project problems on whiteboard*
- *Study guides*
- *Tiered assignments*
- *Scaffolding of materials and assignments*
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- *Supplemental reading material for independent study*
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- *Independent study*
- *Higher-order thinking skills*
- *Interest-based content*
- *Student-driven*
- *Real-world problems and scenarios*

Resources

- **Piano Music –Eensy Weensy Spider, Five Little Pumpkins, Ode to Joy, Twinkle Twinkle Little Star**
- **Elements of Music Foldable**
- **Google Classroom and Suite**

Suggested Time Frame:

36 days (1 Cycle)

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Course Title:	Music	Grade(s) 8
Suggested Time Frame:	36 days (1 Cycle)	
Unit Plan Title:	8 th Grade General Music – Ukuleles	
Overview/Rationale		
Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – This curriculum is designed to promote lifelong artistic literacy and fluency.		
Career and Technical Education Career Cluster(s)/Pathway(s)		
Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy- Civic Financial Responsibility		
Career and Technical Education Standard(s) (Established Goals)		
• 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.		
Interdisciplinary Standard(s)		
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.) 8.1 & 8.2 Standards 8.1.8.DA.3		

9.2 & 9.4 Standards

9.2.8.CAP.5

9.2.8.CAP.10

9.2.8.CAP.12

9.2.8.CAP.15

9.2.8.CAP.17

9.2.8.CAP.18

9.4.8.Cl.3

9.4.8.DC.2

9.4.8.DC.3

9.4.8.DC.4

9.4.8.DC.5

9.4.8.DC.6

9.4.8.DC.7

9.4.8.GCA.1

9.4.8.GCA.2

9.4.8.IML.1

9.4.8.IML.2

9.4.8.IML.4

9.4.8.IML.6

9.4.8.IML.7

9.4.8.IML.10

9.4.8.IML.12

9.4.8.IML.15

9.4.8.IML.1

9.4.8.TL.3

9.4.8.TL.5

9.4.8.TL.6

CRLLKSPs

CRLLKSP 3

CRLLKSP 4

CRLLKSP 5

CRLLKSP 7

CRLLKSP 8

CRLLKSP 9

Interdisciplinary curriculum coordination will be done with various departments on a regular basis. Possible connections include:

- *World History*
- *Art*
- *Math*
- *World language for articulation*
- *Language Arts: musical terms for articulation, tempo and dynamics*
- *Biology (breathing, embouchure)*
- *Computer technology*
- *Social Studies offering - Popular Music*
- *Technology and Computer classes enhancing student's ability to efficiently work with computer based music programs*
- *Library and Internet searches for music, lyrics, and histories of various performers*
- *For students interested in composition, encouraging proficiency in poetry, literature, and social studies:*
Social studies offering - Popular Music
- *Technology and computer classes enhancing student's ability to work efficiently with computer-based music programs*
- *Library and Internet searches for music, lyrics, and histories of various performers*
- *For students interested in composition, encouraging proficiency in poetry, literature, and social studies*
- *Appropriate and competent use of relevant websites and digital software and equipment*
- *Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress*
- *Presentation and exploration of related career possibilities*
- *Working in teams to create group based learning activities and projects CRLKSP1*
- *Application of skills learned in class to project based activities CRLKSP2*
- *Emphasis on importance of proper nutrition for student learning CRLKSP3*

Enduring Understandings:

Students will understand that...

... Real progress is made by setting a set of small obtainable goals- Be better at the end of your practice time than you were at the beginning.

... Learning new things takes time and effort, if you don't put the work in, you won't get better.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How do people get better at things? What will I need to do to be able to play the ukulele?
- How do the elements of music work in the songs we are playing and how can I apply that when I write my own music?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

21st Century Themes

<input type="checkbox"/>	E	Global Awareness
<input type="checkbox"/>	E	Environmental Literacy
<input type="checkbox"/>	E	Health Literacy
<input type="checkbox"/>	E	Civic Literacy
<input type="checkbox"/>	E	Financial, Economic, Business and Entrepreneurial Literacy

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

<input type="checkbox"/>	T	Critical Thinking & Problem Solving
<input type="checkbox"/>	A	Creativity and Innovation
<input type="checkbox"/>	A	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	A	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	A	Communication and Media Fluency
<input type="checkbox"/>	A	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

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

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- How to play the ukulele alone and in groups.
- How to write an original song and perform it solo or in a group.
- How the elements of music apply to music they are playing and creating.

Students will be able to (do)...

- VaPA NJSLS 1.3A.8.Cr1a
- VaPA NJSLS 1.3A.8.Cr2b
- VaPA NJSLS 1.3A.8.Cr3a

- How to self-reflect on practice and compositions and make corrections as needed for performance.

- VaPA NJSLS 1.3A.8.Cr3b

Assessment Evidence:

Performance Tasks: Summative

- Playing Don't Worry Be Happy – three chords and simple strum pattern
- Playing I'm Yours – five chords and island strum
- Playing Count on Me – six chords and island strum

Song Playing Rubric

Points	Description
30	Can play each chord with no muted strings
10	Stays in time with tempo
10	Switches chords quickly
Total 50	

- Writing and performing an original song as a solo or in a group

Song writing rubric

Time ____/10 (longer than 1:30)

Style ____/5 (Hawaiian style)

Elements ____/15 (Tempo, Dynamics, and title included)

Participation ____/15 (Helped write song and sang and played during performance)

Musicality ____/15 (Chords and singing were musical and went well together)

Total ____/60

Other Assessment Measures: Benchmarks

Formative

- Formal assessment of musical elements
- Form analysis of multiple songs
- Analyze and evaluate various works of music through written responses while identifying and discussing the elements of music

Summative Assessments, Projects, and Celebrations:

- Students will listen to and analyze diverse musical works from around the world
- Students will understand the diverse cultural and societal traditions that influenced the creative process of those works
- Learning each new set of chords.
- Learning each new strum pattern.

Technology Integration

- MusicTheory.net: a web-application used to review and reinforce basics of music notation
- Note flight: a music notation web application used to create and edit music compositions
- Soundation: a web-application used to create, edit,

and produce electronic music

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Direct instruction on new chords; individual help; practice time; performing as a class, small group, and/or individually as students are able; practice switching chords; practice strum patterns; introduce songs and play them together. Students take note on chords, chord progressions, and strum patterns as well as the elements of music to help them write their own songs. Students work in small groups or individually to write their own songs in the Hawaiian style.

Composers we learn in class:

Bruno Mars (Hispanic America singer/songwriter) "Count on Me"

Bobby McFerrin (African American singer/songwriter) "Don't Worry Be Happy"

Jason Mraz (Hungarian American singer/songwriter) "I'm Yours"

Yip Harburg (Jewish America lyricist) & Harold Arlen (Jewish American songwriter) "Somewhere Over the Rainbow"

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Resources	
<ul style="list-style-type: none"> ● Ukuleles ● Ukulele music and basic info from free internet resources including https://linktr.ee/cynthialinmusic ● Elements of Music Foldable ● Google Classroom and Suite 	
Suggested Time Frame:	36 days (1 Cycle)

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