



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 6**   **SUBJECT: MUSIC**

### NEW JERSEY CONTENT STANDARDS

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

### Unit 1 The Creative Process

**Overview:** In this unit students will begin learning the fundamentals of music performance with a focus on proper band procedures and playing techniques. Student will explain basic music symbols and their use and identify the values of basic notes and rests. An emphasis will be placed on the student's ability to compare/contrast and analyze music from different historical periods and genres.

**Time Frame:** First Marking Period

**Enduring Understandings:** The elements of music are the building blocks of composition. Music literacy involves reading, writing, and using notes and rhythms.

**Essential Questions:**

What is music?

Is music its own language?

NJDOE Standards Born on Date: 2014



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Why is rhythm important?  
Why have correct playing posture?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.8.B.1</b> Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>	<p><b>Topics Assembly and Care for instruments</b> <b>Concert Pitches: F, Eb, D, C, Bb, G</b> <b>Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest</b></p> <p><b>SWBAT –</b> Assemble and care for instruments.</p>	<p>Students will begin learning band procedures and techniques:</p> <p>Learn procedures for assembling and caring for their instrument.</p> <p>Learn proper playing posture and holding position for their instrument.</p>	<p>MS331 Student-Created Music Videos <a href="https://www.youtube.com/watch?v=yjxFdDxodSk">https://www.youtube.com/watch?v=yjxFdDxodSk</a></p> <p>Symphonies for kids: <a href="http://www.classicsforkids.com/teachers/lessonplans.php">http://www.classicsforkids.com/teachers/lessonplans.php</a></p> <p>Romantic Era: <a href="http://helsinginkaupunginorkesteri.fi/en/harmony-in-the-romantic-era">http://helsinginkaupunginorkesteri.fi/en/harmony-in-the-romantic-era</a></p>	<p><b>Benchmark Assessment:</b> - Common formative Assessment</p> <p><b>Formative:</b> - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment - Self- Assessment</p>
<p><b>1.1.8.B.2</b> Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<p>Demonstrate proper posture and holding position for their instrument.</p> <p>Describe and read musical notation and symbols.</p> <p>Identify and demonstrate the</p>	<p>Demonstrate proper playing techniques including breathing, embouchure, fingering, hand position and stick position.</p> <p>Explain basic music symbols and their use (staff, ledger lines, measures, bar</p>	<p>Folk Music around the World: <a href="https://folkways.si.edu/lesson-plans/smithsonian">https://folkways.si.edu/lesson-plans/smithsonian</a></p> <p>Harmony vs. Melody: <a href="https://study.com/academy/les">https://study.com/academy/les</a></p>	<p><b>Summative:</b> -Research Powerpoint Presentations -Graphic Organizers Interview questions</p>



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<p><b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>	<p>differences in rhythms in various musical forms utilized in different cultures and historical eras.</p> <p>Identify the differences of melody between different styles and genres of music.</p>	<p>lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata)</p> <p><b>NJSLSA.SL2, RST.6-8.4</b></p>	<p><a href="http://www.classicsforkids.com/melody-vs-harmony-definitions-and-examples.html">son/melody-vs-harmony-definitions-and-examples.html</a></p> <p>Musical Periods: <a href="http://www.classicsforkids.com/music/musical_periods.php">http://www.classicsforkids.com/music/musical_periods.php</a></p>	<p>-Discussion on 3 versions of the same piece</p> <p>-Student plays or sings with others.</p> <p>-Class madd rubrics</p>
<p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>	<p>Analyze the form of symphonies and Program Music from the Romantic Period</p>	<p>Identify values of basic notes and rests (quarter note, 81 quarter rest, half note, half rest, whole note, whole rest, line notes and space notes</p>	<p>Musical instruments Warm-up sheets and supplemental concert music</p> <p>MusicTheory.net: a web-application used to review and reinforce the basics of music notation</p>	<p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> <li>- Pair-Share</li> <li>- 3-2-1</li> <li>- Beach ball</li> </ul>
<p><b>1.2.8.A.2</b> 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.</p>	<p>Describe how tempo is employed in marches from various styles and cultures, (e.g., funeral, circus, military, British, German, and Italian etc.).</p> <p>Identify specific rhythms in dance music from different cultures and historical eras (e.g., Clave, Rhumba, Cha-Cha, Rondeau, Pavane etc.).</p>	<p>Describe the concept of harmony. <b>L.6.3</b></p> <p>Explain the individual's responsibility for personal actions and contributions to group activities. <b>SL.6.1</b></p> <p>Students will learn about, compare/contrast and analyze music from</p>	<p>Noteflight: a music notation web application used to create and edit music compositions</p> <p>GarageBand: a computer program used to create, edit, and produce electronic music</p>	<p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>



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Identify and analyze the differences of melody between folk music forms.

different historical periods and genres (activities listed under resources).  
**6.2.8.D.1.b, WHST.6-8.9.**

Identify, read and sing: melodic patterns using solfege syllables of the diatonic scale and Si in harmonic minor, in higher and lower octaves; whole and half steps.

Perform original compositions using Noteflight, GarageBand, and Soundation **NJSLSA.SL2.**

Analyze how harmony evolved from the Classical Period to the Romantic Period.

**Key Vocabulary:** symphonies, program Music, Romantic Period, Classical Period, tempo, marches, Clave, Rhumba, Cha-Cha, Rondeau, Pavane, solfege syllables, diatonic scale, octaves, whole and half steps, embouchure, staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, fermata, harmony, duets



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### Unit 2 - Performance

**Overview:** In this unit students expand upon the fundamentals of music performance. Student will explore conducting patterns as they relate to time signatures, rhythm and meter. An emphasis will be placed on the student's ability to read basic music notation in order to perform music from a variety of cultures.

**Time Frame:** Second Marking Period

**Enduring Understandings:**

Common, recognizable musical forms often have characteristics related to specific cultural traditions.

Musical characteristics and traits both differ across genres, cultures, and historical eras and define the various genres and periods of musical history.

**Essential Questions:**

Why do all cultures have music?

Why does music have rules?

Why are dynamics important?

How does creating and performing music differ from being part of the audience?



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic genre.</p> <p><b>1.3.8.B.4</b> 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.</p> <p><b>1.1.8.B.1</b> Analyze the application of the elements of music in diverse Western and non-Western musical</p>	<p><b>Topics</b> <b>Performance techniques</b></p> <p><b>Music from various cultures</b></p> <p>Perform folk songs from various Western cultures with and without endemic instrumentation using appropriate expressive elements (e.g., dynamics, vocal quality).</p> <p>Perform a variety of cultural and genre-specific vocally appropriate one, two and/or three part songs using appropriate expressive elements (e.g., dynamics, vocal quality).</p> <p>Discuss how the elements of music vary across diverse cultures (genres and styles),</p>	<p>Continue band techniques.</p> <p>Identify rhythm and meter, articulations, dynamics and tonal terminations in videos class performances.</p> <p>Describe (verbally or in writing) how conducting patterns relate to the different time signatures.</p> <p>Read basic music notation in order to perform music from a variety of cultures.</p> <p><b>6.2.8.D.1.b</b></p> <p>In small and large groups, research and discuss how musical</p>	<p><a href="#">Leading a Music Activity with 6th grade</a> <a href="https://www.youtube.com/watch?v=wJRIkYJUF68">https://www.youtube.com/watch?v=wJRIkYJUF68</a></p> <p><b>Cultural Songs:</b> <a href="https://songlibrary.net/songs-ages-8-13.html">https://songlibrary.net/songs-ages-8-13.html</a></p> <p><b>Songs for Teaching</b> <a href="http://www.songsforteaching.com">www.songsforteaching.com</a></p> <p><b>Western Folk Songs:</b> <a href="http://www.pbs.org/weta/thewest/resources/archives/five/songs.htm">http://www.pbs.org/weta/thewest/resources/archives/five/songs.htm</a></p> <p><b>Educational Hip-Hop Songs</b> <a href="https://www.flocabulary.com">https://www.flocabulary.com</a></p> <p><b>Reading Music Notation:</b> <a href="https://www.bethsnotesplus.c">https://www.bethsnotesplus.c</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-Solo, duo and group performance evaluations (show tempo and dynamics)</li> <li>-Teacher-made check sheets and rubrics to</li> </ul>



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<p>works from different historical eras using active listening and by reading and interpreting written scores.</p> <p><b>1.1.8.B.2</b> Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p><b>1.2.8.A.2</b> 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.</p>	<p>utilize music terminology.</p> <p>Improvise on a rhythmic and/or melodic motif for eight counts with the voice and/or a musical instrument.</p>	<p>elements, artistic processes and organizational principles differ across cultural music and performances. <b>L.6.3, SL.6.1, NJLSA.SL2, WHST.6-8.9</b></p> <p>Demonstrate and perform songs which include tempo and dynamics.</p> <p>Be able to perform a full band arrangement.</p> <p>Play the following snare drum rudiments: paradiddle, flam, flam tap. <b>RST.6.8-4</b></p>	<p><a href="http://www.drumlessons.com/?s=reading+music+notation">om/?s=reading+music+notation</a></p> <p>Beginner Drum Lessons <a href="http://www.drumlessons.com/drum-lessons/drum-set-rudiments/flam-tap/">http://www.drumlessons.com/drum-lessons/drum-set-rudiments/flam-tap/</a></p> <p>Musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p>evaluate knowledge of musical notation/time signatures</p> <p>-Discussion about musical elements in different cultures</p> <p>-Drum techniques</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> <li>- Pair-Share</li> <li>- 3-2-1</li> <li>- Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-">https://www.theartofed.com/2013/10/18/20-quick-formative-</a></p>
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1.4.8.A.7

Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

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**Key Vocabulary:** folk songs, expressive elements, dynamics, vocal quality, melodic motif, rhythm, meter, articulations, tonal terminations, time signature, paradiddle, flam, flam tap





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### Unit 3 - Performance

**Overview:** In this unit students explore improvisational music performance using found instruments. Student will enhance their performance skills with more advanced notes, scales, and patterns. An emphasis will be placed on exploration and performance of experimental music genre.

**Time Frame:** Third Marking Period

#### **Enduring Understandings:**

Certain music and media literacy skills are necessary to perform and share works of music correctly and authentically. Understanding of discipline-specific arts terminology is a component of musical literacy.

#### **Essential Questions:**

Why is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?

How does the ability and performance of the individual affect the group's performance?

What role does my instrument play within an ensemble?

How does my individual behavior as a performer and/or an audience member effect the musical performance?



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<p><b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic genre.</p> <p><b>1.3.8.B.3</b> 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.</p> <p><b>1.1.8.B.1</b> Analyze the application of the elements of music in diverse Western and non-Western musical</p>	<p><b>Topics Performance, Aesthetic response</b></p> <p><b>Objectives</b></p> <p>Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments (e.g., gamelan, home-made or found instruments, barred instruments etc.).</p> <p>Play or sing music of varied genres, cultures, and musical traditions, using complex notation.</p> <p>Perform (independently and in groups), with expressive qualities appropriate to the genre.</p>	<p>Continue with band techniques.</p> <p>Read, count and perform various notes and rests, including eighth notes followed by eighth note rests on a variety of instruments. <b>RST.6-8.4</b></p> <p>Research the origin of the drum circle in history. <b>6.2.8.D.1.b</b></p> <p>Experiment with a variety of found instruments to demonstrate musical elements.</p> <p>As a whole group, create a performance in the style of STOMP using found instruments.</p>	<p>Gamelan instruments: <a href="http://online.internationalfolkart.org/dancingshadows/performance/instruments.html">http://online.internationalfolkart.org/dancingshadows/performance/instruments.html</a></p> <p>Found instruments lesson (STOMP): <a href="https://www.educationworld.com/a_lesson/03/lp303-02.shtml">https://www.educationworld.com/a_lesson/03/lp303-02.shtml</a></p> <p>Found instruments (STOMP): <a href="https://www.youtube.com/watch?v=tZ7aYQtIldg">https://www.youtube.com/watch?v=tZ7aYQtIldg</a></p> <p>Educational Hip-Hop Songs &amp; Videos for All Subjects, K- 12 <a href="https://www.flocabulary.com">https://www.flocabulary.com</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-Instrumental performance evaluations</li> <li>-STOMP Performance</li> <li>-Teacher-made check sheets and rubrics to evaluate knowledge of musical notation/time</li> </ul>



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<p>works from different historical eras using active listening and by reading and interpreting written scores.</p> <p><b>1.1.8.B.2</b> Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p><b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>	<p>Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle.</p> <p>Discuss performances using musical terminology.</p> <p>Evaluate performances using objective criteria such as a rubric.</p>	<p>Play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern</p> <p>Perform rhythms as in a "call and response" in a drum circle.</p> <p>Meet in small groups to discuss performances using music terminology. <b>(SL.6.1, L.6.3)</b></p> <p>Work in groups to create a rubric to evaluate the performances. <b>(SL.6.1)</b></p> <p>Use the rubric to evaluate the performances. <b>(NJLSA.SL2)</b></p>	<p>Songs for Teaching <a href="http://www.songsforteaching.com">www.songsforteaching.com</a></p> <p>Drum Circle lesson ideas: <a href="https://www.pinterest.com/pin/341007003020549055/?lp=true">https://www.pinterest.com/pin/341007003020549055/?lp=true</a></p> <p>Rubrics in Music Class: <a href="https://nafme.org/student-created-rubrics-in-the-music-classroom/">https://nafme.org/student-created-rubrics-in-the-music-classroom/</a></p> <p>Musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p>signatures</p> <ul style="list-style-type: none"> <li>-Drum circle</li> <li>-Discussion about performances</li> <li>-Rubric for performances</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> <li>- Pair-Share</li> <li>- 3-2-1</li> <li>- Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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<p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p><b>1.4.8.B.1</b> Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>		
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**Key Vocabulary:** Improvise motif, Quarter-Eighth note pattern, enharmonic notes, closed roll, extended roll, 2-measure repeat, flamacue

### Unit 4 - Aesthetic Responses and Critique Methodologies

**Overview:** In this unit students explore the methodology for analyzing and critiquing music from different time periods. Student will analyze

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how different elements of style are used to generate an emotional response and how composers use elements of style to express ideas. Students will evaluate the artistic merit of master musician and compositions.

**Time Frame:** Fourth Marking Period

### **Enduring Understandings:**

Performance technique in music varies according to historical era and genre.

Abstract ideas may be expressed in works of music using a genre's stylistic traits.

### **Essential Questions:**

Why is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?

How does the ability and performance of the individual affect the group's performance? What role does my instrument play within an ensemble?

How does my individual behavior as a performer and/or an audience member effect the musical performance?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.4.8.A.1	<b>Topics</b> <b>Integrating Playing &amp;</b>	Continue band techniques.	An American Elegy by Frank Ticheli and Penderecki's Auschwitz	<b>Benchmark Assessment:</b>



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<p>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p><b>1.4.8.A.6</b> Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p><b>1.4.8.B.2</b> Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p><b>Musical Concepts/Spring Concert</b></p> <p><b>SWBAT –</b> Differentiate how “traditional” and non-traditional composers employ elements of style to express new ideas in contrasting pieces of Memorial Music.</p> <p>Generate an emotional and observational response to the music.</p> <p>Differentiate ways “traditional” and non-traditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance.</p> <p>Analyze the basic formal</p>	<p>Perform as individuals and/or a group, reading musical notation during the performance. <b>RST.6-8.4</b></p> <p>Identify how composers use elements of style to express ideas after viewing/listening to performances of Memorial Music such as <i>An American Elegy</i> by Frank Ticheli and Penderecki’s <i>Auschwitz Oratorium</i>.</p> <p>Students will write a “letter to the composer” describing their emotional response to the piece. <b>(L.6.3)</b></p> <p>Discuss in small and large groups how different elements of style are used to generate an emotional response in different styles of music (Jazz, etc.) <b>(SL.6.1,</b></p>	<p>Oratorium <a href="http://windliterature.org/2011/07/01/an-american-elegy-by-frank-ticheli/">http://windliterature.org/2011/07/01/an-american-elegy-by-frank-ticheli/</a></p> <p>Lesson on American Elegy: <a href="https://www.state.nj.us/education/archive/aps/cccs/arts/21cu/Broadening%20the%20Picture.doc">https://www.state.nj.us/education/archive/aps/cccs/arts/21cu/Broadening%20the%20Picture.doc</a></p> <p>John Cage_ <a href="https://en.wikipedia.org/wiki/John_Cage">https://en.wikipedia.org/wiki/John_Cage</a></p> <p>Leonard Bernstein, A Total Embrace of Music, Classical Notes <a href="http://www.classicalnotes.net/features/bernstein.html">www.classicalnotes.net/features/bernstein.html</a></p>	<p>- Common formative Assessment</p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-Solo and duo performance evaluations</li> <li>-Teacher-made check sheets and rubrics to evaluate knowledge of musical notation</li> <li>-Letter to the composer</li> <li>-Discussion critiquing different styles of music and the emotional response they generate</li> </ul>
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<p><b>1.4.8.B.1</b> Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p><b>1.2.8.A.1</b> Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>	<p>structures and technical proficiency of master artists of a particular instrument in various style with of a given genre such as jazz or swing and employ similar applications of style to musical performance.</p>	<p><b>6.2.8.D.1.b)</b> Students will choose a piece of Jazz/Swing music that evokes strong emotion and illustrate cover art that represents that emotion. <b>6.2.8.D.1.b, NJSLA.SL2</b></p> <p>Students will choose an artist from the Jazz/Swing genre who play an instrument and will evaluate why they are considered a master. <b>WHST.6-8.9</b></p> <p>Students will engage in a Socratic Seminar discussing their findings. <b>SL.6.1</b></p>	<p>Jazz Resources: <a href="http://www.jazzinamerica.org/JazzResources">http://www.jazzinamerica.org/JazzResources</a></p> <p>Jazz in America: <a href="http://americanhistory.si.edu/s_mithsonian-jazz?option=com_content&amp;view=article&amp;id=65&amp;Itemid=2_3">http://americanhistory.si.edu/s_mithsonian-jazz?option=com_content&amp;view=article&amp;id=65&amp;Itemid=2_3</a></p> <p>Jazz games/movies (free) <a href="https://www.brainpop.com/socialstudies/ushistory/jazz/">https://www.brainpop.com/socialstudies/ushistory/jazz/</a></p> <p>Swing: <a href="https://nafme.org/swingin-from-the-start-teaching-the-basics-of-jazz-and-improvisation/">https://nafme.org/swingin-from-the-start-teaching-the-basics-of-jazz-and-improvisation/</a></p> <p>Socratic Seminar: <a href="http://www.janinesmusicroom.com/part-ii-using-socratic-questioning-in-music.ht">http://www.janinesmusicroom.com/part-ii-using-socratic-questioning-in-music.ht</a></p>	<p>-Composer evaluation Socratic Seminar</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education: - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball <a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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	<p><a href="#">ml</a></p> <p>Musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>
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**Key Vocabulary:** melodic, rhythmic, texture, timbral, genres, verse, refrain, composition, rondo form

### Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)





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**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<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>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the 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> </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</li> </ul>	<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>



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<p>languages</p> <ul style="list-style-type: none"> <li>• Seat students close to the teacher.</li> </ul> <p>Incorporate visuals: graphic organizers, gestures, props</p>	<ul style="list-style-type: none"> <li>• Provide extended time.</li> <li>• Repeat directions</li> <li>• Check for understanding of directions</li> </ul>	<p>what the student is expected to do</p> <ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hun</li> </ul>	
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### Integration of 21st Century Standards NJSL 9:

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English Language Learners	Special Education	At-Risk	Gifted and Talented
<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>● Word walls</li><li>● Check for understanding of directions</li><li>● Use posters with directions written in pictures in all languages</li><li>● Seat students 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 the 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</li></ul>	<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>



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		space or other behaviors as needed. <ul style="list-style-type: none"><li>• Oral prompts can be given.</li></ul>	
<b>Interdisciplinary Connections:</b>			
<b>ELA - NJSL/ELA:</b>			
NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
<b>Social Studies:</b>			
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.			
Describe why it is important to understand the perspectives of other cultures in an interconnected world.			
<b>Math:</b>			
NJSL M.K.CC.A Know number names and the count sequence.			



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### **Integration of Technology Standards NJSL 8:**

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

### **Career Ready Practices:**

- 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.