

Cover Page Unified Music

Content Area: **Music**
Course(s):
Time Period: **4th Marking Period**
Length: **1 Marking Period**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Sayreville Public Schools Curriculum

Unified Music

Grades 6-8

Table of Contents:

Unit 1: Musical Instruments in Broadway & Operas
Unit 2: Basics of Reading Music & Keyboarding
Unit 3: Genres of American Music
Unit 4: Chorus

Statement of Purpose:

Unified Music is a course designed for general education students and special education students to work collaboratively through music. The premise of this class is for students to learn the musical instrument families and how they are used in musicals and operas and the basics of identifying and reading the musical alphabet and keyboard keys. Students will also learn about the history of different genres of American music and learn a song to sing and/or play in a small chorus show. Students will be exposed to clips of different types of music and instruments while working together as a class, in groups, and with partners to understand the instrument families, playing the keyboard and Boomwhackers, and memorizing lyrics for a final performance. Students will craft instruments from recycled and art materials as well as creating a presentation based on research of a given music genre.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- Homework, when applicable
- Differentiated Instruction
- Varied assessments
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), those requiring other modifications (504 plans), as well as extension exercises for gifted learners.

Unit 01: Musical Instruments in Broadway & Operas

Content Area: **Music**
Course(s):
Time Period: **4th Marking Period**
Length: **3 weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about instruments within the families of musical instruments. Having this knowledge, students can learn to work collaboratively to identify which family an instrument belongs, craft an instrument from each family, and visualize and hear how they are used in musicals on Broadway and operas.

Enduring Understandings

- Musical instruments played in an orchestra are broken up into families such as string, woodwind, brass, and percussion
- Each instrument has a different way of playing them and sound
- Musical instruments found in each family plays an integral part in musicals and operas

Essential Questions

- What instruments belong in each musical instrument family?
- How do the different types of musical instrument families differ?
- How does the orchestra play a role in musicals and operas overall message?

Summative Assessment and/or Summative Criteria

- Interactive games (Boom Cards, Google Slides, hands-on)
- Instrument art projects
- Musical instrument families quiz
- Virtual field trip (Google slides)
- Teacher created worksheets
- Monitor student progress

Resources

- Instruments of the orchestra worksheets
- The string family book (Google Slides)

- Opera virtual field trip (Google Slides)
- Percussion instrument sorting
- Multiple musical instrument games

Suggested Modifications for Special Education, ELL and Gifted Students

- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Teacher will follow IEP/504 plans, as well as make accommodations for ELL students after collaborating with ELL instructors.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Consistent with individual plans, when appropriate.
- The use of manipulatives and hands on activities that incorporate multi-sensory learning.
- Graphic Organizers to promote UDL learning for all students in the classroom.
- Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.
- Modifications and accommodations that align with each individual IEP.
- The use of Visual aids for students who are visually impaired.
- Technology devices that better enhance lessons and increase engagement.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards"

and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Suggested Modified Instructional Activities	Benchmarks/Assessments	Standards
Introduction 4 days	SWBAT compare music interests to their peers	-Favorite songs similarity activity -Music collage poster	-Provide a list of songs for students to choose from -Simplify number of pictures/words needed on music collage poster	-Music collage poster & presentation	MU.6- 8.1.3A.8.Re7a
Intro to musical instruments & focus on brass family 4 days	SWBAT identify instruments in the brass family SWBAT identify sounds of brass instruments SWBAT create a brass instrument craft	-Musical instruments brain pop and quiz -Instruments of the orchestra presentation and packet -Brass family slideshow -Identify the instruments worksheets -brass instrument races game -brass instrument craft -Aladdin musical clip & opera virtual field trip	-Word bank on worksheets -Gen. ed partner for race game -Visuals and simplified directions for craft	-Instrumets of the orchestra packet -Worksheets -Race game -Craft -Brain pop quiz	MU.6- 8.1.3A.8.Pr4b MU.6- 8.1.3A.8.Pr4d MU.6- 8.1.3A.8.Pr4e MU.6- 8.1.3A.8.Re7b MU.6- 8.1.3A.8.Re8a

<p>Focus on woodwind family 3 days</p>	<p>SWBAT identify instruments in the woodwind family SWBAT identify sounds of woodwind instruments SWBAT create a woodwind instrument craft</p>	<p>-Instruments of the orchestra presentation and packet -woodwind brain pop jr & quiz -label each woodwind worksheet -woodwind instrument craft -Beauty and the Beast musical clip & opera virtual field trip</p>	<p>-Word bank on worksheets -Visuals and simplified directions for craft</p>	<p>-Instrumets of the orchestra packet -Worksheets -Brain pop quiz -Craft</p>	<p>MU.6- 8.1.3A.8.Pr4b MU.6- 8.1.3A.8.Pr4d MU.6- 8.1.3A.8.Pr4e MU.6- 8.1.3A.8.Re7b MU.6- 8.1.3A.8.Re8a</p>
<p>Focus on string family 3 days</p>	<p>SWBAT identify instruments in the string family SWBAT identify sounds of string instruments SWBAT create a string instrument craft</p>	<p>-Instruments of the orchestra presentation and packet -label each string worksheet -string instrument craft -Sounds of string google slides -Frozen musical clip & opera virtual field trip</p>	<p>-Word bank on worksheets -Visuals and simplified directions for craft</p>	<p>-Instrumets of the orchestra packet -Worksheets -Craft</p>	<p>MU.6- 8.1.3A.8.Pr4b MU.6- 8.1.3A.8.Pr4d MU.6- 8.1.3A.8.Pr4e MU.6- 8.1.3A.8.Re7b MU.6- 8.1.3A.8.Re8a</p>

Focus on percussion family 3 days	SWBAT identify instruments in the percussion family SWBAT identify sounds of percussion instruments SWBAT create a percussion instrument craft	-Instruments of the orchestra presentation and packet -percussion brain pop jr & quiz -label each percussion worksheet -percussion instrument craft -Lion King musical clip & opera virtual field trip	-Word bank on worksheets -Visuals and simplified directions for craft	-Instruments of the orchestra packet -Worksheets -Brain pop quiz -Craft	MU.6-8.1.3A.8.Pr4b MU.6-8.1.3A.8.Pr4d MU.6-8.1.3A.8.Pr4e MU.6-8.1.3A.8.Re7b MU.6-8.1.3A.8.Re8a
Review of families 3 days	SWBAT identify each instrument and its family	-Review of families digital games -Review of families hands-on centers	-Modified quiz--less questions, chunking	-Quiz	MU.6-8.1.3A.8.Pr4b MU.6-8.1.3A.8.Pr4d MU.6-8.1.3A.8.Pr4e MU.6-8.1.3A.8.Re7b MU.6-8.1.3A.8.Re8a

Suggested Technological Innovations/Use

Boom cards

Google slides

Google Classroom

Youtube

Blooket

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Unit 02: Basics of Reading Music & Keyboarding

Content Area: **Music**
Course(s):
Time Period: **4th Marking Period**
Length: **2 weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about the musical alphabet and how to read it. They will use this concept to play songs on the keyboard as well as follow along to songs using Boomwhackers.

Enduring Understandings

- Creating and performing music are forms of self expression
- Effective musicians must be able to read the musical alphabet
- Each letter/key on the keyboard makes a different sound

Essential Questions

- Why is being able to read the musical alphabet essential in playing the keyboard?
- Why is it important to consistently practice when playing the keyboard?
- Where is each musical alphabet letter located on the keyboard?

Summative Assessment and/or Summative Criteria

- Interactive games (Boom Cards, Google Slides, hands-on)
- Boomwhacker songs
- Playing keyboard
- Teacher created worksheets
- Monitor student progress

Resources

Youtube-Boomwhacker songs

<https://www.tonara.com/blog/seven-easy-piano-songs-for-beginners/>

Suggested Modifications for Special Education, ELL and Gifted Students

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- Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Teacher will follow IEP/504 plans, as well as make accommodations for ELL students after collaborating with ELL instructors.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Consistent with individual plans, when appropriate.
- The use of manipulatives and hands on activities that incorporate multi-sensory learning.
- Graphic Organizers to promote UDL learning for all students in the classroom.
- Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.
- Modifications and accommodations that align with each individual IEP.
- The use of Visual aids for students who are visually impaired.
- Technology devices that better enhance lessons and increase engagement.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Suggested Modified Instructional Activities	Benchmarks/Assessments	Standards
Intro to musical alphabet 4 days	<p>SWBAT identify the 7 letters of the musical alphabet</p> <p>SWBAT identify where each letter sits on or above a staff line</p> <p>SWBAT locate the letters for on a keyboard</p>	<p>-musical alphabet brain pop jr and quiz</p> <p>-reading music the basics worksheet (ways to remember where the letters are on the staff)</p> <p>-color, cut, and paste letters of musical alphabet on a staff</p> <p>-musical alphabet on a keyboard—keys interactive google slides, boom cards & worksheets</p> <p>-Color keyboard activity</p> <p>-Staff wars coloring worksheets (coloring the keyboard by letter)</p> <p>-color and cut out alphabet keyboard and put on their own keyboard</p>	<p>-Provide visual color coded charts for students for musical alphabet, staff location, and keyboard location</p> <p>-Labeled and color coded keyboards</p>	<p>-Musical alphabet Boom card scores</p> <p>-coloring keyboard activity & musical alphabet worksheets</p>	<p>MU.6-8.1.3A.8.Cr3b</p> <p>MU.6-8.1.3A.8.Pr4c</p> <p>MU.6-8.1.3A.8.Pr4e</p> <p>MU.6-8.1.3A.8.Pr6a</p>

<p>Boomwhackers & Keyboard 6 days</p>	<p>SWBAT play beginner keyboard songs SWBAT follow along to Youtube Boomwhacker songs (using Boomwhackers)</p>	<p>-Intro to Boom Whackers– each color represents a different letter from the musical alphabet and makes a different sound.</p> <p>-play with boomwhackers beginner songs (on youtube)</p> <p>-play with boomwhackers more advanced songs (youtube)</p> <p>-Practice playing beginner songs on keyboard (Mary had a little lamb, happy birthday, jingle bells)</p>	<p>-Provide visual color coded charts for students for musical alphabet, staff location, and keyboard location</p> <p>-Labeled and color coded keyboards</p> <p>-Slowed down Boomwhacker songs</p>	<p>-Boomwhacker & keyboard songs (hands-on)</p>	<p>MU.6-8.1.3A.8.Cr3b MU.6-8.1.3A.8.Pr4c MU.6-8.1.3A.8.Pr4e MU.6-8.1.3A.8.Pr6a</p>
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Suggested Technological Innovations/Use

Boom cards

Google slides

Google Classroom

Youtube

Blooket

Brain Pop

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Unit 03: Genres of American Music

Content Area: **Music**
Course(s):
Time Period: **4th Marking Period**
Length: **1 week**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about the different genres and time periods of music. They will research and create a presentation with a partner about the details of one music genre. Students will listen and take notes during presentations to learn about a variety of genres of music and the time periods they became popular.

Enduring Understandings

- Music is a reflection of culture and the time period in which it was created
- Elements of music are combined to create different styles and effects

Essential Questions

- How do music and history influence each other?
- How does culture affect music?
- How does one musical style influence another?

Summative Assessment and/or Summative Criteria

- Online research
- Creating Google Slides & oral presentation
- Note-taking

Resources

Google

education.com music genre worksheets

Suggested Modifications for Special Education, ELL and Gifted Students

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- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Teacher will follow IEP/504 plans, as well as make accommodations for ELL students after collaborating with ELL instructors.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Consistent with individual plans, when appropriate.
- The use of manipulatives and hands on activities that incorporate multi-sensory learning.
- Graphic Organizers to promote UDL learning for all students in the classroom.
- Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.
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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Suggested Modified Instructional	Benchmarks/Assessments	Standards
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			Activites		
Genre of American music partner presentations 5 days	SWBAT research information on a genre of music SWBAT present their research to their peers	<p>-Students will be in pairs and given a genre of American music to research. They will have to make a google slide with the following info and pictures:</p> <p>-musical genre</p> <p>-when the genre became popular</p> <p>-where did the genre originate</p> <p>-types of instruments used in the genre</p> <p>-who were the first artists of this genre</p> <p>-3 facts about the genre</p> <p>-pick 1 artist from the genre</p> <p>-give 5 facts about the artist</p> <p>-choose 1 song that</p>	<p>-Google slide template (each slide will have a title of what they need to include)</p> <p>-Simplified note-taking during presentations (given partners names and they have to circle the genre)</p>	-Google Slide Oral Presentation	MU.6-8.1.3A.8.Re7c MU.6-8.1.3A.8.Re9a

		<p>shows the music genre and play it</p> <p>-Present presentation–students watching presentations have to fill in a worksheet where they put the name of the genre and the artist for each presenter</p>			
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Suggested Technological Innovations/Use

Google slides

Google Classroom

Cross Curricular/21st Century Connections

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CRP6. Demonstrate creativity and innovation.

Unit 04: Chorus

Content Area: **Music**
Course(s):
Time Period: **4th Marking Period**
Length: **2 weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will be able to take what they have learned throughout the course and sing, dance, play a musical instrument, and/or Boomwhackers in front of an audience after days of rehearsing.

Enduring Understandings

- Preparing sufficiently will enhance your overall performance
- Increase awareness of the importance of maintaining professional demeanor before, during, and after any performance

Essential Questions

- How do I build and maintain confidence in myself?
- How does proper etiquette enhance the overall experience for the performer and audience?

Summative Assessment and/or Summative Criteria

- Rehearsal/practicing

Resources

Youtube

Suggested Modifications for Special Education, ELL and Gifted Students

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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Suggested Modified Instructional Activities	Benchmarks/Assessments	Standards
Whole class performance 10 days	SWBAT rehearse for a performance	-Introduce the class song they will be	-Select parts for students within their	-Performance	MU.6- 8.1.3A.8.Pr6b

	SWBAT sing, dance, play boomwhackers in front of audience.	<p>performing for the show.</p> <p>-Students will decide whether they would like to sing, play boomwhackers, or dance for the end of the year show (or more than one)</p> <p>-Students will rehearse as a class and individually</p> <p>-Students have choice to do a solo performace for the show and rehearse for it</p>	levels (non-verbal--no signing roles, lower level learners may dance instead)		
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Suggested Technological Innovations/Use

Youtube

Use speakers and microphones

Cross Curricular/21st Century Connections

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