

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: September 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
Unit 1: Songs and Structure of Composing a Song	Week 1: 4 days
Day 1: How is sound made?	Week 2: 3 days
Day 2: How is sound understood?	Week 3: 2 days
Day 3: How is sound turned into music?	Week 4: 1 day

Unit Learning Goals
Unit Title: Composing and Constructing Composition: The Science of Sound

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: How does a 	MU.7.1.E1 [<i>Standard</i>] - Evaluate the	<ul style="list-style-type: none"> ● Digital and Multimedia

composer conceptualize, create and generate ideas for a song?	quality of their own and others' performances and compositions and offer constructive suggestions for improvement. MU.7.1.E2 [<i>Standard</i>] - Compare and contrast the means used to create images or evoke feelings and emotions in musical works.	Assessments <ul style="list-style-type: none"> • https://musiclab.chromeexperiments.com/Song-Maker/ • Packets • Independent Practice
<ul style="list-style-type: none"> • Day 2: How does one develop patterns and organize musical ideas? 	MU.7.1.L2 [<i>Standard</i>] - Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing tonality and intervals. MU.7.3.1 [<i>Standard</i>] - Improvise and compose simple rhythmic variations and melodic embellishments and variations on given diatonic melodies.	<ul style="list-style-type: none"> • Pentatonic Scale • "Old MacDonald" • Solfeggio Scale • Chromatic Scales
<ul style="list-style-type: none"> • Day 3: How does one refining and complete their finished composition and products. 	MU.7.3.2 [<i>Standard</i>] - Improvise and compose short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, ostinato, and syncopation.	<ul style="list-style-type: none"> • Rotation Station • Partner Practice • Independent Practice
Day 4: What is sound? How is sound turned into a song? How do we understand Sound?	MU.7.3.3 [<i>Standard</i>] - Improvise, compose, and arrange simple pieces for voice and instruments, using traditional and nontraditional sources of sound, including digital/electronic (if available).	<ul style="list-style-type: none"> • Smartboard • Independent Presentations • Partner Presentations • Google Classroom

Inclusive concepts
<ul style="list-style-type: none"> • Diverse Musical Repertoire <ul style="list-style-type: none"> • Incorporate Music from Different Cultures: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. • Highlight Underrepresented Composers and Musicians: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities. • Representation Across Genres: Provide exposure to both popular and classical

music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not

just achievement.

- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: October, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
Unit Title: Global Sounds and Scales	Week 1: 4 days
Day 1: How is the sound different from other scales?	Week 2: 3 days
Day 2: Globally where do you think these scales originate?	Week 3: 2 days
Day 3: Why are sounds different from other regions?	Week 4: 1 day

Unit Learning Goals
Unit 2: Sounds of the Season, Scales and Global Sounds Objective to Identify various sounds, scales and their difference between global regions.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Understanding 	MU.7.5 [Strand] - Connect music to	<ul style="list-style-type: none"> ● Pentatonic Scale

<p>student cultural traditions in the home. What is Sound?</p>	<p>other art forms and subject areas through understanding the historical and cultural context of music</p> <p>MU.7.5.H1 [<i>Standard</i>] - Compare (orally or in writing) music from two or more cultures of the world as to the functions the music serves and the roles of musicians, including representative composers.</p>	<ul style="list-style-type: none"> ● “Old MacDonald” ● Solfeggio Scale ● Chromatic Scales ● Spooky Scary Skeletons ● “Bach” Toccata & Fugue
<ul style="list-style-type: none"> ● Day 2: How is sound associated with various different regions globally? How is Sound Produced? 	<p>MU.7.5.H2 [<i>Standard</i>] - Listen to and describe (orally or in writing) the role of music in ancient and medieval civilizations (e.g., African, Chinese, European, Islamic, Asian, South American).</p>	<ul style="list-style-type: none"> ● Rotation Station ● Partner Practice ● Independent Practice
<ul style="list-style-type: none"> ● Day 3: What are your first thoughts on these global sounds, scales and instruments? What is the Science of Sound? 	<p>MU.7.5.H3 [<i>Standard</i>] - Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.</p>	<ul style="list-style-type: none"> ● Keyboards ● Xylophones ● Rotation Station <p>Digital Instruments: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p>
<p>Day 4: Why are global scales and sounds different from various regions? What natural resources contribute? How is Sound turned into a song?</p>	<p>MU.7.5.S1 [<i>Standard</i>] - Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p> <p>MU.7.5.S2 [<i>Standard</i>] - Describe how music functions in the media and entertainment industries.</p>	<ul style="list-style-type: none"> ● Smartboard ● Independent Presentations ● Partner Presentations ● Google Classroom <p>Affordable Instruments: For broader access, consider low-cost instruments, such as xylophones, recorders, or ukuleles.</p>

<p>Inclusive concepts</p>
<ul style="list-style-type: none"> ● Diverse Musical Repertoire <ul style="list-style-type: none"> ● Incorporate Music from Different Cultures: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. ● Highlight Underrepresented Composers and Musicians: Introduce music by

composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.

- **Representation Across Genres:** Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: November, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
Unit 3: Week 1: Musical Theater and its Global Impact	Week 1/ 4 Days
Unit 3: Week 2: What are the careers/ jobs in a Music Theatre Production?	Week 2/ 3 Days
Unit 3: Week 3: Compare and Contrast two musical play productions?	Week 3/ 2 Days
Unit 3: Week 4: What can you identify was different and the same about the play productions?	Week 4/1 Day

Unit Learning Goals
<p>Unit 3: Analyze and Evaluate a Musical Play Production Theater and Its Global Impact</p> <p>Unit Objectives:</p> <ul style="list-style-type: none"> ● Develop an awareness of different sounds and rhythms. ● Recognize and explore various musical instruments. ● Practice basic singing and vocal exercises. ● Understand basic music terms (loud, soft, fast, slow). ● Develop motor skills through rhythmic movement and dance.

Core Instructional Materials	Supplemental Materials
-------------------------------------	-------------------------------

<ul style="list-style-type: none"> • Textbook • Online benchmark assessment resource 	<ul style="list-style-type: none"> • Topic-focused webquests • Two Distance learning tours
--	--

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: What did you appreciate about the recent show? Musical Theater and its Global Impact. What was appropriate audience behavior? 	<p>MU.7.1 [<i>Strand</i>] - Listen to, analyze, and evaluate music</p> <p>MU.7.1.E1 [<i>Standard</i>] - Evaluate the quality of their own and others' performances and compositions and offer constructive suggestions for improvement.</p>	<ul style="list-style-type: none"> • Compare and contrast the recent Musical Theatre Show Lecture on cultural traditions • Collaborative learning compare-and-contrast cultural traditions diagram. <p>Traditional Instruments: Depending on the region, these could include indigenous instruments (e.g., djembe, sitar, marimba, didgeridoo) that are culturally relevant.</p> <ul style="list-style-type: none"> • Pentatonic Scale • "Old MacDonald" • Solfeggio Scale • Chromatic Scales • Spooky Scary Skeletons • KashmirDigital and Multimedia Assessments • https://musiclab.chromeexperiments.com/Song-Maker/ • Packets • Independent Practice
<ul style="list-style-type: none"> • Day 2: What was the inspiration for Musical Theatre? What type of impact did Opera have on Musical Theater? What are the careers/ jobs in a Music Theatre Production? Describe the characteristic you liked to listen to during the play? What music patterns can you identify? 	<p>MU.7.1.E2 [<i>Standard</i>] - Compare and contrast the means used to create images or evoke feelings and emotions in musical works. 0x</p> <p>MU.7.1.L1 [<i>Standard</i>] - Describe larger musical forms such as canon, fugue, suite, opera, and</p>	<p>Standard Instruments: Piano, guitar, drums, violins, etc. can be taught in most global settings.</p> <ul style="list-style-type: none"> • Google Classroom • Slides • Partner Practice

<p>• Day 3: Compare and Contrast two play productions? Can you identify and describe the musical elements that were similar and different? How did each character interpret their character differently from each other?</p>	<p>oratorio.</p> <p>MU.7.2 [Strand] - Sing and perform on instruments alone and with others, a varied repertoire of music</p> <p>MU.7.2.P1 [Standard] - Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles.</p> <p>MU.7.2.P2 [Standard] - Perform music representing diverse genres and cultures, including ethnic and contemporary pop.</p>	
<p>Day 4: What can you identify was different and the same about the play productions? What instruments, props, songs or lines were the same? What was different?</p>	<p>MU.7.1.L2 [Standard] - Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing tonality and intervals.</p> <p>MU.7.1.L3 [Standard] - Identify and explain the following specific musical elements while listening to a given musical example: ostinato, form, sequence, repetition, and imitation.</p>	<p>Digital Instruments: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p> <ul style="list-style-type: none"> • Keyboards • Xylophones • Rotation Station

Inclusive concepts

• **Diverse Musical Repertoire**

- **Incorporate Music from Different Cultures:** Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
- **Highlight Underrepresented Composers and Musicians:** Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres:** Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.

- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: December, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
<u>Unit 4: Learning Holiday Songs</u>	Week 1/ 4 Days
Week 1: Holiday Songs and Rhythms	
Week 2: Holiday Music and Movement	Week 2/ 3 Days
Week 3: Holiday Around the World	Week 3/ 2 Days
Week 4: Evaluate Holiday Performances	Week 4/1 Day

Unit Learning Goals
<p>Unit 4: Unit 4: Learning Holiday Songs Objective:</p> <ul style="list-style-type: none"> ● Students will listen to holiday songs, identify rhythms, and participate in simple movement activities. ● Students will explore music and movement while learning about the season of winter. ● Students will learn about different holiday music from various cultures and explore diverse holiday traditions. ● Students will learn about different Christmas traditions and explore music from around the world.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Textbook • Online benchmark assessment resource 	<ul style="list-style-type: none"> • Topic-focused webquests • Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: “Do you hear what I hear?” Which songs are you familiar with for the Holidays? Using the classroom instruments, can you use the notation to learn the following songs? 	<p>MU.7.5.S2 [Standard] - Describe how music functions in the media and entertainment industries.</p> <p>MU.7.2.P1 [Standard] - Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles.</p>	<ul style="list-style-type: none"> • “Old MacDonald” • Solfeggio Scale • Chromatic Scales • “Dance of the Sugar Plum Fairy” • “Carol of the Bells” • “Dreidel” • “Jingle Bells” • “The March” • Tchavoski • Digital and Multimedia Assessments • https://musiclab.chromeexperiments.com/Song-Maker/ • Packets • Independent Practice
<ul style="list-style-type: none"> • Day 2: Can you dance the Hora? Can you find the beat? Which instruments are we using? 	<p>MU.7.5.H3 [Standard] - Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.</p> <p>MU.7.2.S1 [Standard] - Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p>	<p>Standard Instruments: Piano, guitar, drums, violins, etc. can be taught in most global settings.</p> <ul style="list-style-type: none"> • Google Classroom • Slides • Partner Practice
<ul style="list-style-type: none"> • Day 3: What did you like about your school performance? What is the tempo of each cultural sound? What do Holiday celebrations look like around the world? What scales did 	<p>MU.7.5.S1 [Standard] - Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p> <p>MU.7.2.P2 [Standard] - Perform music representing diverse genres</p>	

you hear during the performance?	and cultures, including ethnic and contemporary pop.	
Day 4: What was your favorite part of the Holiday Concert? What does your Holiday Celebration look like?	<p>MU.7.1.E1 [<i>Standard</i>] - Evaluate the quality of their own and others' performances and compositions and offer constructive suggestions for improvement.</p> <p>MU.7.1.E2 [<i>Standard</i>] - Compare and contrast the means used to create images or evoke feelings and emotions in musical works.</p>	<p>Digital Instruments: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p> <ul style="list-style-type: none"> ● Keyboards ● Xylophones ● Rotation Station

Inclusive concepts
<p>● Diverse Musical Repertoire</p> <ul style="list-style-type: none"> ● Incorporate Music from Different Cultures: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. ● Highlight Underrepresented Composers and Musicians: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities. ● Representation Across Genres: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests. <p>Accessible Instruments and Technology</p> <ul style="list-style-type: none"> ● Adaptive Instruments: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands. ● Assistive Technology: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments). ● Movement-Based Activities: For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: January, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.Cl.2
 9.4.8.Cl.3
 9.4.8.Cl.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
Unit 5: The Importance of Say As You Play: Notation and Rhythm Week 1: Lesson 1: Introduction to Music Notation (Quarter Notes and Eighth Notes)The Staff: The five lines and four spaces where notes are placed.	Week 1/ 4 Days
Week 2: Lesson 2: Rhythm Recognition and Performance The Treble Clef: The symbol used to indicate the pitch of notes in most music. Quarter Note (♩): Represents one beat in common time.	Week 2/ 3 Days
Week 3: Lesson 3: Putting It All Together – Simple Rhythms. Half Note (♮): Represents two beats. Rest (●): Represents silence for a certain amount of time (e.g., quarter rest = 1 beat of silence).	Week 3/ 2 Days
Week 4: Lesson 4: Rhythm Games and Activities. High and Low Sounds: Relating the placement of notes to pitch. Patterns of Beats: Simple rhythmic patterns, such as clapping and tapping.	Week 4/1 Day

Unit Learning Goals
Objective:

By the end of the lesson, students will be able to:

1. Identify basic music notation symbols (notes, rests, time signatures).
2. Recognize different rhythms using quarter notes, eighth notes, half notes, and rests.
3. Accurately clap, tap, or play rhythmic patterns.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Can you improve your sound? Where do music notes go? Where do the notes sit? On the lines and spaces? 	<p>MU.7.4 [<i>Strand</i>] - Read and notate music</p> <p>MU.7.4.1 [<i>Standard</i>] - Read and perform rhythmic and melodic notation in duple, triple, and mixed meters. 0x</p> <p>MU.7.4.2 [<i>Standard</i>] - Read and perform intervals, chords, and harmonic progressions. 0x</p> <p>0x</p> <p>0x</p>	<ul style="list-style-type: none"> ● Pentatonic Scale ● “Old MacDonald” ● Solfeggio Scale ● Chromatic Scales ● Blues Scale ● John Williams ● “Star Wars” ● Keyboards ● Glockenspiels ● Boomwackers

<ul style="list-style-type: none"> • Day 2: What is the difference between Major and Minor? Which instruments can you identify that have a high sound and which have a low sound? • Day 3: Using the Solfeggio Scale, can you make a new scale for each note? What is the difference between quarter, and half notes? High sounds go up, low sounds go down on the staff! Can you draw notes on the staff to show how high and low notes would appear? 	<p>MU.7.4.4 [Standard] - Sight-read melodies in the treble and bass clef.</p> <p>MU.7.4.3 [Standard] - Transcribe simple aural examples into melodic notation.</p>	<ul style="list-style-type: none"> • Glockenspiels • Xylophones • Rotation Station • Partner Practice • Independent Practice
<p>Day 4: What do you need to construct a chord? Do you know the Solfeggio Scale? Forte? Piano? Rhythm Notation: Explain that each symbol tells us how long to play (quarter note = 1 beat, half note = 2 beats, rest = silence for 1 beat).</p>	<p>MU.7.4.5 [Standard] - Use standard notation to write down original musical ideas.</p>	<p>Digital Instruments: Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p> <ul style="list-style-type: none"> • Keyboards • Xylophones • Rotation Station

Inclusive concepts
<ul style="list-style-type: none"> • Diverse Musical Repertoire

- **Incorporate Music from Different Cultures:** Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
- **Highlight Underrepresented Composers and Musicians:** Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres:** Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing

students who are proficient in reading music with others who are more comfortable playing by ear.

- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: February, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
Unit 6: Celebration of American Jazz Music	Week 1/ 4 Days
Unit 6: Help students get familiar with the sound and feeling of jazz.	Week 2/ 3 Days
Week 1: Introduction to Jazz with Listening	
Week 2: Call and Response Singing	Week 3/ 2 Days
Week 3: Basic Rhythm with Jazz Clapping	Week 4/1 Day
Week 4: Jazz Dance Movement	

Unit Learning Goals
<ul style="list-style-type: none"> ● Unit 6: Objective: Objective: Introduce 7th-grade students to the basics of jazz music, including its history, key elements, and the role of improvisation. Objective: Introduce 5th-grade students to the basics of jazz music, including its history, key elements, and the role of improvisation. <p>Objective:</p> <ul style="list-style-type: none"> ● Understand what jazz music is and its key elements (improvisation, swing rhythm, call-and-response). ● Learn about some important jazz instruments (trumpet, saxophone, piano, drums, bass).

- Experience playing simple jazz rhythms and improvisation.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: What is Jazz? Who Made Up Jazz music? Does it sound happy or slow? What is Improvisation? 	<p>MU.7.5.H1 [Standard] - Compare (orally or in writing) music from two or more cultures of the world as to the functions the music serves and the roles of musicians, including representative composers. 0x</p> <p>MU.7.5.H2 [Standard] - Listen to and describe (orally or in writing) the role of music in ancient and medieval civilizations (e.g., African, Chinese, European, Islamic, Asian, South American). 0x</p> <p>0x</p> <p>0x</p>	<p>Trumpet Saxophone Piano Drums Double Bass</p> <ul style="list-style-type: none"> ● “When the Saints Go Marching In” – A classic jazz tune, easy to sing along to and familiar to many children. ● “Take Me Out to the Ball Game” – Fun and easy, this song can be played with a swing rhythm to introduce jazz. ● “C Jam Blues” (Duke Ellington) – A simple melody that’s fun to play and hum to! ● “This Land Is Your Land” – A folk tune that can be turned into a jazzy version for fun improvisation. ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style

		<p>Dance</p> <ul style="list-style-type: none"> ● “I love You, You Love Me” ● Barney - I Love ... ● “Heart and Soul” ● Heart and Soul ... ● “On Top of Spaghetti” ● On Top of Spag...
<ul style="list-style-type: none"> ● Day 2: What is swing music? What are typical Jazz instruments? Can you echo me? ● Day 3: “Can you hear the trumpet or piano?” 	<p>MU.7.5.S2 [<i>Standard</i>] - Describe how music functions in the media and entertainment industries.</p> <p>MU.7.5.H3 [<i>Standard</i>] - Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.</p>	<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
Day 4: “How does this music make you want to move?”	<p>MU.7.5.S1 [<i>Standard</i>] - Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p>	<ul style="list-style-type: none"> ●

Inclusive concepts
<ul style="list-style-type: none"> ● Diverse Musical Repertoire <ul style="list-style-type: none"> ● Incorporate Music from Different Cultures: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.

- **Highlight Underrepresented Composers and Musicians:** Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres:** Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing

a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: March, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
Unit 7: Traditional Sounds from Ireland and its impact on America Week 1: Identify Irish music: Recognize simple elements of Irish music, such as lively tempos and dance rhythms.	Week 1/ 4 Days
Week 2. Engage with Irish instruments: Introduce basic instruments, such as the tambourine or Irish drum (bodhrán), and their sounds.	Week 2/ 3 Days
Week 3: Learn an Irish song: Teach a simple, fun Irish song like "The Irish Washerwoman."	Week 3/ 2 Days
Week 4: Movement and Dance: Introduce a basic Irish dance move, or encourage free movement to the music.	Week 4/1 Day

Unit Learning Goals
Objective:

Students will:

- **Learn about the history and features of Irish music.**
- **Discover traditional Irish instruments.**
- **Understand the role of rhythm and melody in Irish music.**
- **Appreciate the cultural significance of Irish music.**
-

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSL Standards Performance Expectations	Instructional Activities
<ol style="list-style-type: none"> 1) Has anyone ever heard Irish music before? What is an Irish sound? 2) What instruments create the sound of Irish music? 3) Where is Ireland? What Holiday is traditionally celebrated in the United States during the month of March? 4) How does Irish Music Connect to American culture? Can anyone demonstrate what you think Irish dancing looks like? How do we move to Irish music? 	<p>MU.7.5 [Strand] - Connect music to other art forms and subject areas through understanding the historical and cultural context of music</p> <p>MU.7.5.H1 [Standard] - Compare (orally or in writing) music from two or more cultures of the world as to the functions the music serves and the roles of musicians, including representative composers. 0x</p> <p>MU.7.5.H2 [Standard] - Listen to and describe (orally or in writing) the role of music in ancient and medieval civilizations (e.g., African, Chinese, 0x</p>	<ul style="list-style-type: none"> ● Fiddle: A type of violin, played in many Irish folk tunes. ● Tin whistle: A small flute-like instrument that's easy to play and very common in Irish music. ● Bodhrán: A big round drum played with a stick (called a "tipper"). ● Uilleann pipes: Irish bagpipes that are smaller and played with both hands and feet. ● Accordion: A squeezebox that plays with air and buttons. ● Bodhrán (Irish Drum): Show a picture of a bodhrán and demonstrate how

	<p>European, Islamic, Asian, South American).</p> <p>MU.7.5.H3 [<i>Standard</i>] - Compare and contrast musical genres or styles that show the influence of two or more cultural traditions. 0x</p> <p>MU.7.5.S1 [<i>Standard</i>] - Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance. 0x</p> <p>MU.7.5.S2 [<i>Standard</i>] - Describe how music functions in the media and entertainment industries.</p>	<p>it is played (usually with a small stick called a "tipper"). If you have a hand drum or tambourine, let the kids tap along to the beat to mimic the sound.</p> <ul style="list-style-type: none"> ● Fiddle: Briefly talk about the Irish fiddle, a type of violin, and how it's played in Irish folk music. ● Tin Whistle: Mention this simple wind instrument, explaining how it sounds like a high-pitched flute. If you have a whistle or a similar item, let children listen to the sound. ● ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance <p>Irish Dance Movements: Irish dancing involves quick, lively steps. Teach the children a simple, fun movement:</p> <ol style="list-style-type: none"> 1. Step forward with one foot. 2. Hop on the same foot. 3. Switch feet and repeat. <ul style="list-style-type: none"> ●
		<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute

		<ul style="list-style-type: none"> • (xylophone, keyboard, etc.) • Music with different tempos (fast/slow) • Scarves or ribbons for movement • Identification game
		<ul style="list-style-type: none"> • Liste <ul style="list-style-type: none"> ▶ Goodbye, So Long to Global Sounds • Taking turns with bells, glockenspiels • Various musical instruments (bells, drums, tambourine)

Inclusive concepts
<ul style="list-style-type: none"> • Diverse Musical Repertoire <ul style="list-style-type: none"> • Incorporate Music from Different Cultures: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. • Highlight Underrepresented Composers and Musicians: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities. • Representation Across Genres: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests. <p>Accessible Instruments and Technology</p> <ul style="list-style-type: none"> • Adaptive Instruments: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands. • Assistive Technology: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments). • Movement-Based Activities: For students who might find playing traditional

instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: April, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
<p>Unit 8: Songs Welcoming the Spring Season</p> <p>Week 1: Welcome Spring with Song</p> <p>Objective: Teach a song related to spring that includes lyrics about the season, nature, or the renewal of life. Show how dynamics (loud and soft) and tempo (fast and slow) can reflect the moods and activities of spring. Introduce the season of spring through a simple, interactive song.</p>	Week 1/ 4 Days
<p>Week 2. Nature Sounds & Rhythms</p> <p>Objective: Allow students to compose their own spring-inspired pieces, experimenting with melodies and rhythms. Teach students about rhythm and how different rhythmic patterns can represent various aspects of spring. Help children understand rhythms by exploring sounds they might hear in spring.</p>	Week 2/ 3 Days
<p>Week 3: Spring Movement & Dance</p> <p>Objective: Teach students about rhythm and how different rhythmic patterns can represent various aspects of spring. Use rhythm and instruments to mimic the sounds of spring. Integrate movement and dance into music to reflect the energy of spring.</p>	Week 3/ 2 Days


<p>Week 4: Springtime Story & Song</p> <p>Objective: Combine visual art and music to create a deeper connection with spring. Combine a simple spring story with music and song to encourage creativity.</p>	<p>Week 4/1 Day</p>

Unit Learning Goals
<p>Objective:</p> <ul style="list-style-type: none"> • To explore music that represents the season of spring. • To develop an understanding of how composers use music to depict nature, weather, and seasons. • To introduce basic music concepts such as dynamics, tempo, and texture. • To compose simple spring-themed rhythms or melodies. • Understand how music can represent seasons and nature. Learn to create sounds that represent different elements of nature. Practice singing in harmony with the music and express the joy of spring. Practice basic rhythmic skills while connecting sounds to natural phenomena. Foster creativity, teamwork, and an understanding of composition. Reinforce the connection between spring sounds and musical instruments.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Textbook • Online benchmark assessment resource 	<ul style="list-style-type: none"> • Topic-focused webquests • Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>1) Tempo: Is the music fast or slow? How does the music make them feel? What is a Spring sound? What happens in spring? Can you echo me on</p>	<p>MU.7.3 [Strand] - Improvise, arrange, and compose music</p>	<p>Impressionist Painters Monet and songs:</p> <ul style="list-style-type: none"> • Debussy: “Claire de Lune”

<p>your instrument the sound of the season?</p> <p>2) Dynamics: Is the music loud or soft? What images does the music paint in their minds? What sounds do you hear in spring? (Birds, rain, wind, etc.)</p> <p>3) Mood: Does the music sound happy, energetic, or peaceful? Can they imagine flowers blooming or animals playing? What colors do you see in spring? (Green, flowers, blue sky)</p> <p>4) Instrumentation: What instruments are playing? (e.g., violins, harpsichord) Can you compose your own song for Spring time? What instruments create the sound of Spring music? How do we move to Spring music?</p>	<p>MU.7.3.1 [Standard] - Improvise and compose simple rhythmic variations and melodic embellishments and variations on given diatonic melodies. 0x</p> <p>MU.7.3.2 [Standard] - Improvise and compose short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, ostinato, and syncopation. 0x</p> <p>MU.7.3.3 [Standard] - Improvise, compose, and arrange simple pieces for voice and instruments, using traditional and nontraditional sources of sound, including digital/electronic (if available). 0x</p> <p>MU.7.4 [Strand] - Read and notate music</p> <p>MU.7.4.1 [Standard] - Read and perform rhythmic and melodic notation in duple, triple, and mixed meters. 0x</p> <p>MU.7.4.2 [Standard] - Read and perform intervals, chords, and harmonic progressions. 0x</p>	<ul style="list-style-type: none"> ● Chopin: Marriage d’Amour ● “Ode to Joy,” Beethoven ● “Vivaldi’s “Spring” from <i>The Four Seasons</i>: Discuss how the music mimics the sounds of nature (birds chirping, flowing streams, etc.). ● Beethoven’s “Pastoral Symphony”: Talk about how this symphony captures the feeling of countryside life and renewal in spring. ● Here comes the Sun” ● “Old MacDonald Had a Farm” ● “Spring Theme” Vivaldi ● Rain Sticks, Scarfs, Thunder tube and Xylophones ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance ● Birdsong: Use a xylophone, glockenspiel, or even a small bell to mimic birds chirping. ● Raindrops: Use rainsticks or shake small containers with rice to create a raindrop effect.
---	--	---

	<p>MU.7.4.3 [<i>Standard</i>] - Transcribe simple aural examples into melodic notation. 0x</p> <p>MU.7.4.4 [<i>Standard</i>] - Sight-read melodies in the treble and bass clef. 0x</p> <p>MU.7.4.5 [<i>Standard</i>] - Use standard notation to write down original musical ideas.</p>	<ul style="list-style-type: none"> ● Wind: Use a scarf or a soft breath sound to imitate the wind. ● Thunder: Tap on drums or clap hands to imitate thunder.
		<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
		<ul style="list-style-type: none"> ● Liste ●  Goodbye, So Long - Listening to Global Sounds ● Taking turns with bells, glockenspiels ● Various musical instruments (bells, drums, tambourine)

Inclusive concepts
<ul style="list-style-type: none"> ● Diverse Musical Repertoire <ul style="list-style-type: none"> ● Incorporate Music from Different Cultures: Include a wide range of musical styles,

genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.

- **Highlight Underrepresented Composers and Musicians:** Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres:** Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.

- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: May, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSL-S-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSL-S-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
<p>Unit 9: Making our own Composition</p> <p>Week 1: What is Composition?</p> <ul style="list-style-type: none"> ● Introduce the idea of composing music: “Composing means making up our own music! It’s like creating a story, but with sounds instead of words.” 	Week 1/ 4 Days
<p>Week 2. What is Simple Rhythms</p> <ul style="list-style-type: none"> ● Show children a few basic rhythms using large visuals (e.g., a quarter note for a short sound, a half note for a longer sound, and a rest for silence). 	Week 2/ 3 Days
<p>Week 3: Composing Together</p> <ul style="list-style-type: none"> ● Now, ask the children to create their own short rhythm patterns with your help. You can provide them with some choices. 	Week 3/ 2 Days
<p>Week 4: Sharing our Compositions: Partner Practice and small group performances.</p>	Week 4/1 Day

--	--

Unit Learning Goals
<p>Lesson Objectives: Students will understand basic concepts of music composition, including rhythm, melody, and structure, and will create their own short piece of music.</p> <p>By the end of the lesson, students will:</p> <ol style="list-style-type: none"> 1. Understand the concept of composing simple melodies and rhythms. 2. Experiment with creating their own short musical phrases. 3. Be introduced to basic musical symbols (notes, rest, rhythm). <p>Engage in creative group activities to make music together.</p> <p>Key Elements:</p> <ul style="list-style-type: none"> • Melody: A sequence of notes that is musically satisfying. It's the part of the music you hum or sing. • Rhythm: The pattern of beats or time in a piece of music. • Harmony: Chords that accompany the melody, adding depth. • Form: The structure of the piece (e.g., verse-chorus, A-B-A). •

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Textbook • Online benchmark assessment resource 	<ul style="list-style-type: none"> • Topic-focused webquests • Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>1) Rhythm: The pattern of beats in music. Rhythm can be fast or slow, and it's what makes us tap our feet or clap our hands. What kinds of sounds do they hear? "Let's make a rhythm that</p>	<p>MU.7.2 [<i>Strand</i>] - Sing and perform on instruments alone and with others, a varied repertoire of music</p>	<p style="text-align: center;">Sharing and Feedback (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to share their compositions with

<p>goes clap, clap, rest, clap. Can you do that?”</p> <p>2) Melody: A series of notes played or sung in a sequence. It’s what you hum when you’re thinking of a song. How could we tap that rhythm? “Now let’s make a rhythm with your favorite claps and rest sounds.”</p> <p>3) Harmony: The combination of different notes played at the same time (this will be introduced later as they get more advanced).“Let’s make a rhythm with quarter notes and rests. We’ll clap for the quarter notes and be quiet for the rest!”</p> <p>4) Tempo: How fast or slow the music is played. “This is a melody. It’s like a song with notes that go up and down. What do you think it sounds like? Happy? Sad? Silly?”</p>	<p>MU.7.2.P1 [Standard] - Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles. 0x</p> <p>MU.7.2.P2 [Standard] - Perform music representing diverse genres and cultures, including ethnic and contemporary pop. 0x</p> <p>MU.7.2.S1 [Standard] - Sing music representing diverse genres and cultures, with expression appropriate for the work being performed. 0x</p> <p>MU.7.2.S2 [Standard] - Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control. 0x</p> <p>MU.7.2.S3 [Standard] - Sing music written in three and/or four parts.</p>	<p>the class. They can either play it on an instrument or sing it.</p> <ul style="list-style-type: none"> ● After each performance, encourage positive feedback from their peers. ● Discuss what worked well in each composition and suggest ways to improve, such as adding more variety or making the melody more interesting. <p>Compose Your Own Melody: Now that students understand melody and rhythm, they will create their own short piece of music.</p> <ul style="list-style-type: none"> ● Step 1: Choose a rhythm pattern (e.g., quarter notes or a combination of quarter and half notes). ● Step 2: Write a short melody using 4 to 8 notes. ● Step 3: Add rhythm to your melody (decide how long each note should last). ●
		<ul style="list-style-type: none"> ● Identify Loud and Soft sound

		<ul style="list-style-type: none"> ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
		<ul style="list-style-type: none"> ● Liste <ul style="list-style-type: none"> ▶ Goodbye, So Lo...ning to Global Sounds ● Taking turns with bells, glockenspiels ● Various musical instruments (bells, drums, tambourine)

Inclusive concepts
<p>● Diverse Musical Repertoire</p> <ul style="list-style-type: none"> ● Incorporate Music from Different Cultures: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. ● Highlight Underrepresented Composers and Musicians: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities. ● Representation Across Genres: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests. <p>Accessible Instruments and Technology</p> <ul style="list-style-type: none"> ● Adaptive Instruments: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands. ● Assistive Technology: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).

- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th Grade	Subject Area: General Music
Adoption Date:	Revision Date: June, 2024

Mission and Vision Statements
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

Integration of Technology
9.4.8.TL.1
9.4.8.TL.2
9.4.8.TL.3
9.4.8.TL.4
9.4.8.TL.6

21st Century Skills

9.4.8.CI.2
 9.4.8.CI.3
 9.4.8.CI.4
 9.4.8.CT.3
 9.4.8.DC.2
 9.4.8.IML.1

Career Education

9.2.8.CAP.3

Interdisciplinary Connection

6.2.8.HistoryCC.1.c

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- HeadPhones/Reduce Stimulus and distracting noises

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in music room with dictation support
- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Use of Google translate dictionaries to locate words in native language
- Reduce amount of work required
- Provide hands-on activities and explanations
- Provide picture labels with both English and other language
- Allow extended time for project and test/quiz completion.
- Reduce multiple choices to two.

	<ul style="list-style-type: none"> ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments: Check list, end of unit rubric, performance assessment, choice boards	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities

	<ul style="list-style-type: none"> ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	<ul style="list-style-type: none"> ● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation ● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide: Number of Days	
<ul style="list-style-type: none"> ● Unit 10: Music Evaluating and Reflection ● ● Week 1: Sing familiar songs: Ask the kids what songs they remember from the year. For example, songs like “Twinkle, Twinkle, Little Star,” “If You're Happy and You Know It,” or “The Wheels on the Bus” are likely to be favorites. Sing together and encourage hand motions or actions that go with the song. 	Week 2/ 2 Days
<p>Week 2. Music Concept Review:</p> <ul style="list-style-type: none"> ● Loud and soft: Play a song and ask the children to make loud and soft noises with their instruments. ● Fast and slow: Play a song and have the children move or clap fast or slow depending on the tempo. 	Week 2/ Day 2
<ul style="list-style-type: none"> ● 	

Unit Learning Goals
<p>Objective:</p> <ul style="list-style-type: none"> ● Review key concepts learned throughout the year. ● Celebrate the end of the school year with a fun, interactive music session. ● Encourage creativity, cooperation, and self-expression. ●

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Personal Reflection Questions for Students:</p> <ul style="list-style-type: none"> ● <i>What was your favorite part of music class this year?</i> ● <i>Can you name a song or instrument that you really enjoyed learning about?</i> ● <i>What do you feel proud of in your music learning this year?</i> ● <i>What would you like to learn more about in music next year?</i> <p>1) What were your favorite activities, song or element of music we learned about this year?</p>	<p>MU.7.1 [Strand] - Listen to, analyze, and evaluate music</p> <p>MU.7.1.E1 [Standard] - Evaluate the quality of their own and others' performances and compositions and offer constructive suggestions for improvement. 0x</p> <p>MU.7.1.E2 [Standard] - Compare and contrast the means used to create images or evoke feelings and emotions in musical works. 0x</p>	<p>Materials: Paper, pencils.</p> <p>How it works: At the end of the lesson or the year, give students a quick exit slip where they respond to prompts like:</p> <ul style="list-style-type: none"> ● "My favorite song we learned this year was... and here's why." ● "The most interesting thing I learned in music this year was..."

<p>2) Play for us your favorite song or melody on your favorite instruments.</p>	<p>MU.7.1.L1 [<i>Standard</i>] - Describe larger musical forms such as canon, fugue, suite, opera, and oratorio.</p> <p>MU.7.1.L2 [<i>Standard</i>] - Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing tonality and intervals.</p>	<ul style="list-style-type: none"> ● "If I could be any musical instrument, I would be a _____ because..." <p>Sharing: You can collect and read some of the responses out loud or use them to spark a final class discussion.</p> <ul style="list-style-type: none"> ●
		<ul style="list-style-type: none"> ●

Inclusive concepts
<ul style="list-style-type: none"> ● Diverse Musical Repertoire <ul style="list-style-type: none"> ● Incorporate Music from Different Cultures: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. ● Highlight Underrepresented Composers and Musicians: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities. ● Representation Across Genres: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests. <p>Accessible Instruments and Technology</p> <ul style="list-style-type: none"> ● Adaptive Instruments: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands. ● Assistive Technology: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning

disabilities (e.g., students with dyslexia or visual impairments).

- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

