

Quinton Township School District
Music
Grade 8
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Music Around Us	Pacing:	10 Days
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Unit Summary: The students will answer a questionnaire in the first week of class, choosing from a large number of places/situations where they are exposed to music. This will be an eye opener to them, as they would not realize just how often they are exposed to music on a daily basis from many sources. Students will also learn about the opposing categories of Art Music and Popular Music, and how many people mislabel these genres of music. They will discover there is a large wealth of popular music they have never heard of before. Students will be refreshed on rhythm and note reading from what they have learned throughout the years.

Objectives:

Week 1: Understand rules, count rhythms, move to a steady beat, identify high and low sounds.

Week 2: Identify characteristics of a Ragtime composition, identify characteristics of Art and Popular music, describe melodies, read notes and rhythms.

Week 3: Identify aspects of a swing composition, count rhythms, identify staff notes, write two-note melodies, identify aspects of what makes one song different from the other.

Week 4: Identify aspects of a swing composition, count rhythms, identify staff notes, write two-note melodies, identify aspects of what makes one song different from the other, identify frequencies of various pitches.

Week 5: Organize rhythmic notes into a chart form according to duration, count rhythms, identify staff notes, write four-note melodies, identify aspects of what creates mood and emotion in music, identify various musical intervals.

Week 6: Count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify subdivisions in rhythms, identify various musical intervals.

Week 7: Count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify subdivisions

in rhythms, distinguish various scales and tonalities from each other.

Week 8: Count rhythms, identify staff notes, identify various notes of the scale, identify and read staff notes, identify subdivisions in rhythms, distinguish various scales and tonalities from each other.

Week 9: Identify various tools used by music arrangers, subdivide syncopated rhythms.

Week 10: Identify various tools used by music arrangers, subdivide syncopated rhythms.

Essential Questions:

Week 1: How do we come up with generalizations in music?

Week 2: What characteristics make up a melody?

Week 3: How can we describe music?

Week 4: What makes one song different from another?

Week 5: What musical elements affect the mood or emotion of a song?

Week 6: How does reading music affect our understanding of what we hear?

Week 7: How has music developed throughout history?

Week 8: How has music developed throughout history?

Week 9: What is an arrangement?

Week 10: What is an arrangement?

NJSLS - Visual and Performing Arts

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections: SL.PE.8.1, L.KL.8.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Resources and Supplemental Materials	Technology Infusion
Week 1: *Stretching to high and low notes. *Clap and count rhythm cards with quarter notes, eighth notes, Quarter rests and . *Play Alouette on the board. *Add the dotted Quarter note and Eighth rests. *Fill in "Generalizations about music" sheet. Discuss why some things are not always true. *Play A Qua Qua Week 2: *Review "Art music vs. popular music" sheet Students will listen to various examples and identify them as art or popular. *Clap and count rhythm lines on board. *Play Shortnin Bread on Bells. *Fill in sheet for describing melodies as simple or busy. *Identify characteristics of Easy Winners Rag *Name tunes from previous years.	Teacher-created materials	Work sheets, listening guides, resonator bells, tone chimes, staff board, magnet notes	• Smart Board Applications • Google Applications • mp3 recordings

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*Students will continue to identify songs from as many styles as possible on the style questionnaire. *Review staff sentences *Staff note hitting game Week 3: *Read articles on pitch, then answer questions. *Name that tune using selections from our test last year. *Count rhythms with eighth notes, quarter notes, and eighth rests *Review Staff notes *Play patterns on handbells *Students will play “Son Macaron” steady beat game. Week 4: *Read article on "Pitch" and answer question *Review staff sentences *Say letter names of patterns, then play on tone chimes. All quarter notes to start, then add eighth notes into rhythms. *Count and clap sixteenth note cards from the Rhythmolympics file. *Fill in Yellow Sheets for “Chattanooga Choo Choo.” *Students will look at the music to Aura Lee and Love Me Tender			
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*The students will be assessed by the question, “Are these songs different?” Week 5: *Read the article on intervals and answer the first page of questions. Review rhythm cards- individual, and groups with ties. *Identify major, minor, pentatonic and chromatic scales *Review s-m on spaces, including la. Add do. *Advanced solfege- s l d m r f s *Class will practice saying names of combinations of E’s and D’s on staff. Add C. Students will practice playing on hand bells. *Students will watch a note tree come together by cards on the floor. They will then draw note trees themselves. *Review s-m on spaces, including la. Add do. *Advanced solfege- s l d m r f s Week 6: *Students will finish reading the article about intervals and answer questions. *Each student will be tested on the rhythm evaluation. *Review major, minor, pentatonic, and chromatic scales.			
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*Students will clap and count individual rhythms note cards with subdivisions written in. They will then put them together as puzzles and clap them together. *Review staff note sentences for treble and bass clefs, as well as ledger lines. Week 7: *Students will finish reading the article about intervals and answer questions. Each student will be tested on the rhythm evaluation. *Review major, minor, pentatonic, and chromatic scales. *Students will clap and count individual rhythms note cards with subdivisions written in. They will then put them together as puzzles and clap them together. *Review staff note sentences for treble and bass clefs, as well as ledger lines. *Class will practice saying names of combinations of Fs and As on the staff. Add C. Students will practice playing on hand bells. *Solfege Tag Week 8:			
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*Review listening intervals from last week. *Solfege Tag *Students will identify major, chromatic, pentatonic, and minor scales. They will fill in a sheet identifying songs as being major, chromatic, pentatonic, and minor. *Review subdivision cards individually and in patterns. *Review staff sentences- including ledger lines and bass clef. *Play solfege Simon *Class will practice saying names of staff notes. Students will practice playing on hand bells. Week 9: *Students will receive a page of words and a page of definitions. They are to see how many they can match up correctly as a needs assessment for instruction this year. *Fill in sheets for tools for arranging using "Mary Had a Little Lamb" this week. Add an example that has another melody played against it. Week 10: *Fill in yellow sheet on "Dance of the Sugar Plum Fairy"			
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*Discuss aspects of the Nutcracker with the classes. *Fill in sheets for tools for arranging using "Mary Had a Little Lamb" this week. Add an example that has another melody played against it. *Review Rhythm subdivision cards- cross curricular with math.			
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Assessments	
Formative Assessments - Teacher Observation in Music Reading Activities - Open-Ended Questions - Class Discussion	Summative Assessments - Listening Guides - Unit Assessments - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels.

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• Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 8

Marking Period:	Two	Unit Title:	Music Through the Years	Pacing:	10 Days
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Unit Summary: Students will begin to prepare for a listening test on various styles of music. In order to accommodate various skill levels several of the pieces on the test will be carried over from the previous year's test. Students will also prepare for the Rhythmolympics. There will be much differentiation in lessons due to the wide range of skill levels from the advanced instrumentalists to the students who do not study music outside of music class. @ ()

Objectives:

Week 1: Identify various arranging tools, identify the melody of a song after it is arranged in a different style.

Week 2: Identify in-tune and out-of-tune playing, identify in-sync and out-of-sync playing, subdivide rhythms.

Week 3: Recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes.

Week 4: Recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes.

Week 5: Recognize aspects of various styles of music.

Week 6: Recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes.

Week 7: Count rhythms, write solfege patterns with magnet notes on the board, identify styles and composers from various time periods.

Week 8: Identify various compositions, composers, and styles, count dotted rhythms.

Week 9: Subdivide rhythms.

Week 10: Subdivide rhythms with sixteenth notes and rests.

Essential Questions:

- Week 1: What is an arrangement?
- Week 2: What makes a song out of tune?
- Week 3: What are the aspects of a good musical performance?
- Week 4: What are the aspects of a good musical performance?
- Week 5: How do styles differ?
- Week 6: How has music evolved through the years?
- Week 7: How has music developed throughout the ages?
- Week 8: How has music evolved through the ages?
- Week 9: How can note reading help students (us) understand music?
- Week 10: How are rhythms subdivided?

NJSLS - Visual and Performing Arts

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections: SL.PE.8.1, L.KL.8.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Resources and Supplemental Materials	Technology Infusion
Week 1: *Review "Dance of the Sugar Plum Fairies" *Students will listen to "Camptown Races" played in the style of China, Ireland, South America, Ukraine, Austria, Spain, and America. They are to identify which country they are hearing, based on the characteristics of the arrangement. @ () Week 2: *Review arranging tools from memory. *Students will listen to "Hark the Herald Angels Sing" eight times. They are to circle "in tune" or "out of tune." They will do the same for "in sync" and "out of sync." *Count and clap rhythms from subdivision cards. Week 3:	Teacher-created materials.	Flash cards, listening guides, study sheets, recordings	• Smart Board Applications • Google Applications • mp3 recordings, tutorial videos

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*Play Solfege Simon. If everyone completes their turn in the class period the students will do the following activity: *Fill in voice parts sheets (SATB) to "Joy to the World". Week 4: *Begin studying for the listening test on 12 compositions in 12 styles. *Fill in yellow sheets to "Russian Soldiers Dance." *Fill in the voice choir voice part sheets to "Deck the Hall." *Play Solfege Simon. Week 5: *Study for listening test on composers, titles, and styles. Week 6: *Review for test on composers and styles. Week 7: *Review for test on compositions, styles, and composers *Create a timeline on the board showing time periods, styles, and composers Week 8:			
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*Continue practicing for the Rhythmolympics. *Take a practice test on composers and styles. Week 9: *Continue working on Rhythmolympics - partner students to work together. *Students will be tested at the end of class to see their progress. Week 10: *Students will work in pairs on rhythm reading for the Rhythmolympics. Each pair will work on different levels of advancement, depending on the level of partners. *At the end of class, test all students on the Rhythmolympics to see how many patterns they are able to clap and count correctly in a minute.			
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Assessments	
Formative Assessments • Teacher Observation in Music Reading Activities • Open-Ended Questions • Class Discussion	Summative Assessments • Listening Guides • Composers and Styles Assessments • Participation Rubric
Benchmark Assessments	Alternative Assessments

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation

Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Music
Grade 8

Marking Period:	Three	Unit Title:	Journey Through the History of Music	Pacing:	10 Days
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Unit Summary: Students will begin the marking period by taking a test where they are to identify various compositions from various time periods from recordings. They will also begin the marking period being auditioned for the Rhythmolympics Semifinals and Finals. They will have no terminology added to their word wall, which they will be tested at the end of the fourth marking period.

Objectives:

- Week 1: Subdivide rhythms down to the sixteenth note, compose a 12-tone composition, identify compositions and composers from various style periods.
- Week 2: Subdivide rhythms down to the sixteenth note, compose a 12-tone composition, identify compositions and composers from various style periods.
- Week 3: Identify various compositions, composers, and styles.
- Week 4: Explain aspects of dixieland jazz, identify various notes of the scale.
- Week 5: Identify the four voice parts of a choir, count rhythms.
- Week 6: Identify the voice parts of the barbershop quartet, subdivide rhythms.
- Week 7: Identify various musical terms.
- Week 8: Identify various compositions, composers, and time periods.
- Week 9: Identify music and composers of various time periods.
- Week 10: Identify various compositions, composers, and time periods.

Essential Questions:

- Week 1: How has music evolved through time?
- Week 2: How has music evolved through time?
- Week 3: How has music evolved through the ages?
- Week 4: What elements are similar and different in early music and contemporary music?
- Week 5: How do the components of a barbershop quartet affect the whole?
- Week 6: How can we tell styles of music apart?
- Week 7: How does proper terminology help us understand music?
- Week 8: How has music evolved through the ages?
- Week 9: How has music evolved throughout the years?
- Week 10: How has music evolved through the ages?

NJSLS - Visual and Performing Arts

- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts,

and daily life.
Interdisciplinary Connections: SL.PE.8.1, L.KL.8.2.A
Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2
Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5
Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Resources and Supplemental Materials	Technology Infusion
Week 1: *Individual students will audition for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes. Week 2: *Auditions will continue for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes. *If time permits, students will create a	Teacher-created materials.	Listening guides, worksheets, recordings of musical selections, word wall additions	• Smart Board Applications • Google Applications

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twelve-tone row based on the Chromatic scale. This will be used as a 12-tone composition. *Students will fill in details on the review sheet for the listening test. Week 3: *Students will review for the listening test. Week 4: *Review for the listening test on styles, composers, and compositions. Week 5: *Students will do their final study session for the listening test. Week 6: *Students will take the listening test on styles and composers. Week 7: *Students will have nine words added to the word wall. They will have a matching sheet and use educated guesses with root words and other clues in order to figure out the new words, and the previous nine words will be included as well. *Students will play Solfege Simon.			
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Week 8: *Students will study and prepare for an upcoming listening exam. Week 9: *Review words on Word Wall. *Students will review for a test on composers, compositions, and styles. Week 10: *Students will study and prepare for an upcoming listening exam. *Solfege Simon if time permits.			
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Assessments	
Formative Assessments - Teacher Observation in Music Reading Activities - Open-Ended Questions - Class Discussion	Summative Assessments - Listening Guides - Composers and Styles Assessments - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 8

Marking Period:	Four	Unit Title:	Tying it all Together	Pacing:	10 Days
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Unit Summary: Students will prepare for their final test on composers, compositions, and styles from various time periods. They will take many notes on related facts that not only help them distinguish one piece from another, but also broaden their general knowledge of music from these style periods. Students will also prepare for their final Word Wall test this marking period.

Objectives:

Week 1: Identify various composers, compositions, and styles from various historical eras.
Week 2: Identify various composers, compositions, and styles from various historical eras.
Week 3: Read staff notes, identify piano notes, identify various notes of the scale.
Week 4: Identify various composers, compositions, and styles from various historical eras.
Week 5: Define specific music terminology.
Week 6: Define specific musical terminology and apply it to musical sounds, identify various notes of the scale.
Week 7: Identify various musical terms.
Week 8: Define various musical terms.
Week 9: Define various music vocabulary.
Week 10: Define various music vocabulary.

Essential Questions:

Week 1: How has music evolved throughout the years?
Week 2: How has music evolved throughout the years?

Week 3: How has music evolved through the ages?
 Week 4: How has music evolved throughout the years?
 Week 5: How does terminology help us understand music?
 Week 6: How do we apply musical terminology to music?
 Week 7: How does musical terminology help a musician?
 Week 8: How has music evolved through the ages?
 Week 9: How does musical terminology help us understand music?
 Week 10: How does musical terminology help us understand music?

NJSLS - Visual and Performing Arts

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and

explain expressive qualities, technical challenges and reasons for choices.

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections: SL.PE.8.1, L.KL.8.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Resources and Supplemental Materials	Technology Infusion
Week 1: *Students will participate in a variety of listening activities to study for a test on composers, compositions, and styles. This test will consist of 16 different styles of music. Week 2: *Students will participate in a variety of listening activities to study for a test on composers, compositions, and styles. Week 3: *Students will participate in a variety of	Teacher-created materials.	Worksheets, study guides, listening guides, recordings	● Smart Board Applications ● Google Applications ● mp3 recordings

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listening activities to study for a test on composers, compositions, and styles. Week 4: *Students will take the test on various composers, titles, and styles. Week 5: *Students will participate in a variety of activities to study for the upcoming word wall test. Week 6: *Students will participate in a variety of activities to study for the upcoming word wall test. *Students will look at the definition of vibrato, then listen to a voice singing the same passage with and without vibrato, identifying the difference *Students will listen to a CD with 16 tracks. They will have a word bank, and they are to write the word that corresponds with each track. *Play Solfege Simon if time permits. Week 7: *Students will participate in a variety of activities to study for the upcoming word wall test.			
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Week 8: *Students will participate in a variety of activities to study for the upcoming word wall test. Week 9: Students will be tested on the Word Wall vocabulary. Week 10: *Make up tests will be given to students who still need them. *Students will complete crossword puzzles and participate in other activities to review what we covered this year.			
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Assessments	
Formative Assessments • Teacher Observation in Music Reading Activities • Open-Ended Questions • Class Discussion	Summative Assessments • Listening Guides • Year-End Musical Terminology Assessment • Year-End Composers and Styles Assessment • Participation Rubric
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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