DEPARTMENT: Visual & Performing Arts COURSE: General Music, Grades 6-8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: General Music, Grades 6-8

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2009	Victor Milano	Born Date
August 2018	Valerie Sorce	Name Change/Revisions
March 2019	Valerie Sorce	Review
August 2022	Derek Tranchina	Alignment to New Standards and Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandates

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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Township of Ocean Pacing Guide	
Week	Marking Period 1
1	Unit 1: Melody
2	Unit 1: Melody
3	Unit 2: Rhythm
4	Unit 2: Rhythm
5	Unit 2: Rhythm
6	Unit 3: Timbre
7	Unit 4: Form
8	Unit 5: Harmony
9	Unit 5: Harmony
10	Unit 5: Harmony
Week	Marking Period 2
11	Unit 6: Expression
12	Unit 6: Expression
13	Unit 7: Movement
14	Unit 7: Movement
15	Unit 8: Improvising
16	Unit 8: Improvising
17	Unit 9: Composing
18	Unit 9: Composing

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19	Unit 10: Music History, Society Culture, and other art forms
20	Unit 10: Music History, Society Culture, and other art forms

Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 10

Core Instructional & Supplemental Materials including various levels of Texts
Online resources, www.musictheory.net, solfege/sight singing workbooks, teacher-curated materials, music, teacher created materials, various DVDs, CDs, and multimedia to support the curriculum. All materials should reflect repertoire, composers, cultures, and history of diverse contacts and resources. www.ACDA.org (diverse resources for repertoire and teaching materials) www.njmea.org (diverse resources for repertoire and teaching materials) https://acda.org/publications https://njmea.org/professional-resources/

Time Frame	2 weeks - ongoing

Topic
Unit 1: Melody

Alignment to Standards
• 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.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. • 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Learning Objectives and Activities
Students will be able to: • learn melodies through solfege and audiation both by rote and sight-singing • sing and play melodies on a variety of instruments by rote and through reading music

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- compose simple melodies and perform them for each other
- create melodic dictations in stick/solfege notation and staff notation
- identify notation systems, structure, and tonality by sight-singing or playing.
- acquire content-specific vocabulary: Audiation, Melody, Contrasting, Ascending, Descending, oblique, Intervals, Harmony, Polyphonic, Monophonic, Homophonic, unison, sight-reading, solfege

Assessments

Formative:
- Discussion
- Quizzes
- Written response explanation
- Exit/entrance tickets
- Critique
- Self-reflection

Summative:
- Performance

Benchmark:
- Objective test

Alternative:
- Portfolio

Interdisciplinary Connections

World Languages
7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

ELA
LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

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Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and resources online to play examples of melodies from around the world
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

Time Frame	3 weeks - ongoing

Topic

Unit 2: Rhythm

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Alignment to Standards

- 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.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.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 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.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.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Learning Objectives and Activities

Students will be able to:

- perform various rhythms by rote and through note reading
- compose various rhythms by rote and through note reading
- create rhythmic dictations
- understand compound meter, rhythms, and asymmetrical meters.
- understand syncopation
- acquire content-specific vocabulary

Assessments

Formative:

- Small quartets or duets for individuals/sectionals
- Daily Warm-ups and conducting practices
- Performance based on rubric
- Rhythmic dictations

Summative:

- Performance test

- Dictation Quiz

Benchmark:

Alternative:
- Portfolio
- Kahoots
- Dictation Games

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

3.NF.A.1 Students will understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*.
3.NF.A.2 Students will understand a fraction as a number on the number line; represent fractions on a number line diagram.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Career Education

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CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	1 weeks, ongoing

Topic

Unit 3: Timbre

Alignment to Standards

- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Learning Objectives and Activities

Students will be able to:

- study and listen to different performances to identify the different qualities of instruments and performers
- critique performers based on the quality of performers' timbre
- identify instruments and performers based on timbre quality
- utilize individual instrumental and unconventional vocal timbre.
- acquire content-specific vocabulary

Assessments

DEPARTMENT: Visual & Performing Arts COURSE: General Music, Grades 6-8

Formative:
- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:
- Performance test
- Dictation Quiz

Benchmark:

Alternative:
- Portfolio
- Kahoots
- Dictation Games

Interdisciplinary Connections

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

DEPARTMENT: Visual & Performing Arts COURSE: General Music, Grades 6-8

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks, ongoing

Topic

Unit 4: Form

Alignment to Standards

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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- 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.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.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Learning Objectives and Activities

Students will be able to:

- listen to and analyze new and familiar pieces to determine form
- compose pieces to demonstrate knowledge of form
- improvise demonstrating knowledge of form
- Apply basic form knowledge within music score.
- Acquire content-specific vocabulary

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:

- Performance

Benchmark:

Alternative:

- Portfolio
- Kahoots

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	3 weeks, ongoing

Topic

Unit 5: Harmony

Alignment to Standards

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 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.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.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 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).

Learning Objectives and Activities

Students will be able to:

- Sight-sing short examples or melodies in class
- Sight-sing passages within the repertoire

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- Sight-read short examples or melodies in class
- Sight-read passages within the repertoire
- sight-sing other choir members' voice parts, challenging themselves to read on different clefs
- Effectively complete ear training exercises
- Understand melodic dictation
- Understand rhythmic dictation
- understand figured Bass dictation
- apply basic harmony knowledge within composition I, IV, V chords and progressions.
- acquire content-specific vocabulary

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:

- Performance

Benchmark:

Alternative:

- Portfolio
- Kahoots

Interdisciplinary Connections

LLA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

DEPARTMENT: Visual & Performing Arts COURSE: General Music, Grades 6-8

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks, ongoing

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Topic
Unit 6: Expression

Alignment to Standards

- 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.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.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 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.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Learning Objectives and Activities

Students will be able to:

- describe and explain expression in a live performance
- Peer critique class performances and recitals
- watch videos and teacher demonstration of expression
- alayze emotions created in music through expressive elements: dynamics, mood, tempo, and mode.
- acquire content-specific vocabulary

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

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Summative:
- Performance

Benchmark:

Alternative:
- Portfolio
- Kahoots

Interdisciplinary Connections

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- Youtube and videos of professional and honors ensembles to learn and grow from performances.
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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks, ongoing

Topic
Unit 7: Movement

Alignment to Standards
• 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.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.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. • 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances. • 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. • 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

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

Learning Objectives and Activities

Students will be able to:

- Listen to music from different cultures and time periods
- Discuss the history and related art forms of the time period surrounding choral repertoire.
- Have Socratic discussions about the history, society, and culture
- Create and deliver Class presentations about history, society and culture surrounding the music
- Move in response to music, to reinforce musical elements.
- Explore choreography to music in different cultures.

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self-assessment
- Critique

Summative:

- Performance

Benchmark:

Alternative:

- Portfolio
- Kahoots

Interdisciplinary Connections

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Career Education

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Township of Ocean Schools

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DEPARTMENT: Visual & Performing Arts COURSE: General Music, Grades 6-8

Time Frame	2 weeks, ongoing

Topic

Unit 8: Improvising

Alignment to Standards

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Learning Objectives and Activities

Students will be able to:

- Use Orff instruments, ukuleles, and any other instruments in the class students will sing or play simple improvised melodies within a pentatonic scale, major scale pattern and minor scale pattern
- Use Orff instruments, ukuleles, and any other instruments in the class students will accompany classmates with simple I - IV - V patterns or ostinatos while classmates improvise melodies
- Use Orff instruments, ukuleles, and any other instruments in the class students will create ostinati for classmates to improvise above
- Create Melodic and rhythmic improvisation on various instruments over a 12-bar progression.
- Acquire content-specific vocabulary

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment

- Critique

Summative:
- Performance

Benchmark:

Alternative:
- Portfolio
- Kahoots

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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- Students will use Google Forms in order to reflect on learning progress

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Time Frame	2 weeks, ongoing

Topic

Unit 9: Composing

Alignment to Standards

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

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- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Learning Objectives and Activities

Students will be able to:

- compose melodies and accompaniments within the guidelines and constraints demonstrated and laid out by the teacher.
- perform own compositions on instruments and through singing on solfege
- perform peer compositions on instruments and through singing on solfege
- Compose a song driven by a given text, incorporating technology as available for notation or sound production. Incorporate production and notation software when available for composition.
- compose melodies within a pentatonic scale, major scale pattern, and minor scale pattern.
- compose simple accompaniments using I - IV - V patterns or ostinatos.
- compose for a variety of instruments

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:

- Performance

Benchmark:

Alternative:

- Portfolio
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Interdisciplinary Connections

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Time Frame	2 weeks, ongoing

Topic

Unit 10: Music History, Society, Culture, and other Art Forms

Alignment to Standards

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 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.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

Students will be able to:

- Listen to music from different cultures and time periods
- Discuss the history and related art forms of the time period surrounding choral repertoire.
- Have Socratic discussions about the history, society, and culture
- Create and deliver class presentations about history, society and culture surrounding the music
- identify the uses of music in society and culture; relationships and processes of other art forms to the choral singing; the effects of society, culture and technology on music.

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- explore the historical contributions of musicians from the LGBTQ community (e.g. Benjamin Britten, Dame Ethel Smyth, Francis Poulenc, Tchaikovsky, Handel, Chopin, etc.)
- explore the historical contributions of musicians with disabilities (e.g. Beethoven, Reinhardt, Ray Charles, Rick Allen, etc.)

Assessments

Formative:
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- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:
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Benchmark:

Alternative:
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Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment

- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)

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- Accept demonstration and verbal assessments in lieu of written tests.