Little Egg Harbor School District
Curriculum Guide

General Music: Grade 6

BOE APPROVAL DATE: 08/19/2025

Little Egg Harbor School District Curriculum Guide

Grade: 6	**Content Area: General Music**

Original Adoption: September 20, 2022
Created By: Sara Dreher, Little Egg Harbor
Updated Date: July 8, 2024
Updated By: Melissa Gallagher

Recommended Pacing Guide	
Rhythm	10-15 days throughout
Melody	10-15 days throughout
Form	10-15 days throughout
Instrumental	10-15 days throughout

Suggested Accommodations For All Units

Multilingual Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
  Attention techniquesity
  - Attention techniques

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating

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- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Grade: 6	Content Area: General Music

Unit 1: Rhythm	Duration: 10-15 days throughout

New Jersey Student Learning 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.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.

Interdisciplinary Connections

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Computer Science and Design Thinking

- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Evidence of Student Learning	
Formative Tasks: ● Class participation ● Written assessments ● Performances ● Demonstration	**Alternative Assessments:** ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: ● Performance ● Observation ● Individual evaluation	**Benchmark Assessments:** ● Oral Review of Techniques and Vocabulary
Knowledge & Skills	
Enduring Understandings: ● Reading music and performing it on various instruments. ● Proper playing technique for various pitched and unpitched percussion instruments. ● Motor activities and movement can represent a steady beat. ● Listen to and understand simple and compound meters (macro and micro beat). ● Reading and performing rhythms in 3/4 and 4/4. ● Music is composed using various mathematical patterns and formulas.	**Essential Questions:** ● What is the difference between simple and compound meter? ● What is the difference between beat and rhythm? ● What is the difference between the macro and micro beat? ● Can I independently maintain a rhythm pattern within the steady beat?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Tennis ball beat practices throughout various meters and tempi. ● Transfer of iconic notation to standard notation using physical manipulatives. Separating sound syllables through imagery. ● Ensemble play of beat vs rhythm, layering parts on various instrumentation after preliminary body percussion. ● Rhythm building block composition	**Varied Levels of Text:** ● Teacher made rhythm sheets modified from Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn ● Elementary rhythm flashcards https://www.youtube.com/watch?v=Qn7flgEmYgM

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Unit 2: Melody	Duration: 10-15 days throughout

Suggested Accommodations

Multilingual Learners:
- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504 Plans:
- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:
- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students in Need of Academic Support:
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)

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- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

New Jersey Student Learning 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).
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- 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.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.
- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.

Interdisciplinary Connections

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- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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Computer Science and Design Thinking

- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning

Formative Tasks: ● Class participation ● Observation ● Performance ● Compositions ● Participation	**Alternative Assessments:** ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: ● Performance ● Observation ● Individual evaluation	**Benchmark Assessments:** ● Oral Review of Techniques and Vocabulary

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Knowledge & Skills	
Enduring Understandings: ● Identify and understand the difference between leap and step ● Identify and play melodic contour ● Identify, perform and move to melodic rhythm, imitation and ostinato. ● Identify, perform and move to melodic phrases (same, different, longer, and shorter) ● Define solo and explain its role in the melody of a piece or song. ● Identify what instrument holds the melody by performing and listening to examples. ● Identify and locate the letter names of the treble clef staff. ● Perform simple melodies on pitched percussion. ● Improvise melodies on pitched percussion. ● Understand and utilize solfege syllables: [sol, mi, la], [mi, re, do] by the end of fifth grade.	**Essential Questions:** ● What is the difference between a leap and a step? ● What are the notes on the lines and spaces of the treble clef staff? ● What is the difference between melody and harmony? ● What is an ostinato? ● What is a bordun?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Major vs minor exploration with spooky sounds on pitched percussion ● Exploring the various ways to use your voice to demonstrate mood ● Hey Ya Nah and exposure to modal music ● Explore 5-note pentatonic scale on pitched percussion	**Varied Levels of Text:** ● Teacher made melodic sheets modified from Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn ● Elementary rhythm flashcards https://www.youtube.com/watch?v=Qn7flgEmYgM

Unit 3: Form	Duration: 10-15 days throughout

Suggested Accommodations
Multilingual Learners: ● Collaborate with ELL department to make necessary modifications for students ● Provide translated material ● Provided differentiation for students as needed ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

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Special Education/Students with Disabilities:

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- Follow all IEP modifications
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- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
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Economically Disadvantaged:

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- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
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Culturally Diverse:

- Involve families in student learning
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- 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.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.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).

Interdisciplinary Connections

- Gr.6 ELA: RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Gr. 6 ELA: W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Computer Science and Design Thinking

- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.
- 8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.

Career Readiness, Life Literacies, and Key Skills

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- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Class participation ● Observation ● Performance ● Compositions ● Participation	**Alternative Assessments:** ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: ● Performance ● Observation ● Individual evaluation	**Benchmark Assessments:** ● Oral Review of Techniques and Vocabulary
Knowledge & Skills	
Enduring Understandings: ● Map out the form of a song using form terminology. ● Perform and move to various call and response, AB, ABA and Rondo compositions. ● Improvise on pitched percussion using AB form ● Improvise on pitched percussion using ABA ● Perform keyboard pieces in various forms ● Choreograph a movement piece utilizing various forms. ● Identify, perform and move to AB, ABA, and rondo music. ● Identify and perform introduction/coda in music compositions.	**Essential Questions:** ● How does form impact a musical composition? ● Why is form important? ● How can we use form to create our own musical compositions? ● How can we use our body to show different parts of form? ● How can we use instruments to show different parts of form?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources:	**Varied Levels of Text:**

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• AB, ABA, Rondo form composition with seasonal rhythm building blocks	• Teacher made form maps modified from Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn • Form posters and visuals using iconic notation and shapes

Unit 4: Instrumental/Classroom Instruments (Ukulele, Barred Instruments, etc)	Duration: 10-15 days throughout

Suggested Accommodations

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- Plan self directed inquiry
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New Jersey Student Learning 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.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

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- 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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 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.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- 1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works
- 1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.

Interdisciplinary Connections

- RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Computer Science and Design Thinking

- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches). (songwriting process involving lyrics and group brainstorming)
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. (product being the instrument)
- 8.1.8.DA.5: Test, analyze, and refine computational models. (models being chord progressions and musical patterns previously composed)

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

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Evidence of Student Learning	
Formative Tasks: ● Class participation ● Observation ● Performance ● Compositions ● Participation	**Alternative Assessments:** ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
Summative Assessments: ● Performance ● Observation ● Individual evaluation	**Benchmark Assessments:** ● Oral Review of Techniques and Vocabulary
Knowledge & Skills	
Enduring Understandings: ● Instrumental music study aids in the development of the elements of music. ● Literacy skills transfer to ELA and mathematics skills through the task of decoding and organizing. ● Instrumental performance prepares students to enter a formal instrumental music curriculum in junior high school and high school.	**Essential Questions:** ● How do I put the instrument together properly? What are all the parts of the instrument and how do they connect to make sound? ● How do I correctly hold and produce a sound on the instrument? ● How does an instrument contribute to the ensemble? How can I best blend my sound with others to create harmony and balance? ● How can I best express myself through carefully selected musical choices?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Recorder revisit with a more ensemble building focus this time ● Ukulele chord and song study ● Barred instruments (pitched percussion xylophones and metallophones of all sizes) ● Performing with a variety of instruments and vocals to create a well-rounded music student	**Varied Levels of Text:** ● Rainbow Ukulele Series by: Pitch Publications ● Teacher modified ukulele songs with chord diagrams ● Orff Schulwerk Volumes 1-5, The Orff Source, Book 1 by: Denise Gagne and Purposeful Pathways by: Roger Sams and BethAnn Hepburn