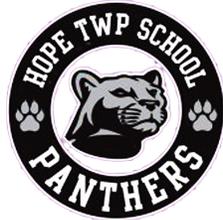


Belvidere Clusterwide Curriculum



Performing Arts

Sixth Grade to Eighth Grade

Updated Summer, 2025

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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UNITS	Duration	Essential Questions:
Unit 1: Music	~45 Days	<ol style="list-style-type: none"> 1. How does the music of the past influence the music of today? 2. How do performers select repertoire? 3. How does understanding the structure and context of musical works inform performance? 4. How do musicians make meaningful connections to creating, performing, and responding?
Unit 2: Ensembles	~45 Days	<ol style="list-style-type: none"> 1. How does the music of the past influence the music of today? 2. How do performers select repertoire? 3. How does understanding the structure and context of musical works inform performance? 4. How do musicians make meaningful connections to creating, performing, and responding?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards

- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Music

Unit 1 Summary: In Grades 6-8, students deepen their understanding of key musical concepts through progressive objectives each year. They improvise and compose rhythmic and melodic patterns in various styles and meters, create and refine original musical ideas, and perform with attention to timbre, tempo, and dynamics. Students read and interpret rhythms in simple and compound time, perform melodic lines solo and in ensembles, and apply expressive markings during performance and analysis. They analyze musical elements, evaluate performances using clear criteria, and explore the functions of these elements across genres. **The unit also emphasizes cultural awareness, as students identify instruments and practices from diverse traditions, reflect on music's role in personal and collective identity, and develop projects connecting music to historical and cultural contexts.**

Essential Questions:

- How does the music of the past influence the music of today?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do musicians make meaningful connections to creating, performing, and responding?

New Jersey Student Learning Standards

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.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.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.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

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.

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.

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

1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances

1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).

1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3D.12nov.Cr1a: Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

1.3D.12nov.Cr2a: Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

1.3D.12nov.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.

1.3D.12nov.Cr3b: Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

1.3D.12nov.Pr4a: Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.

1.3D.12nov.Pr4b: Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.

1.3D.12nov.Pr4c: Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.

1.3D.12nov.Pr5a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

1.3D.12nov.Pr6a: Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.

1.3D.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.

1.3D.12nov.Re7b: Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.

1.3D.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

1.3D.12int.Re7b: Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.

1.3D.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).

1.3D.12nov.Re9a: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

1.3D.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3D.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3D.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Interdisciplinary Connections:

Technology for creativity

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- Physical Education and Health for physical and emotional well-being
- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

World Language for experiencing diverse musical styles and cultures

- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

Language Arts for creative song writing

- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry
- MP.2 Reason abstractly and quantitatively.

Language Arts for expressive texts

- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- Science for physics of music and sound production

- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

For research projects

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings

Students will understand that...

- The students will understand the elements of music through the reading and performance of notation.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding.

Unit 1 Student Learning Objectives

Students will know...

6-8: All Grades will utilize these objectives and will have a deeper understanding every year of each objective.

- Improvise short rhythmic and melodic patterns in a variety of styles and meters.
- Compose and/or notate a simple ostinato (rhythmic or melodic) using standard notation.
- Improvise accompaniments to support familiar melodies or songs.
- Generate original musical ideas within specified forms.
- Revise and refine musical ideas based on peer and teacher feedback.
- Demonstrate characteristic timbre, tempo, and expressive dynamics in performance.
- Read, create, and perform rhythms accurately in simple and compound time signatures.
- Perform melodic lines independently and as part of an ensemble.
- Interpret markings (dynamics, articulation, tempo) during performance, creation, and analysis.
- Analyze and describe musical elements (form, rhythm, melody, harmony, texture, timbre) through active listening and discussion.
- Evaluate performances and compositions using established criteria (e.g., accuracy, expression, technique).
- Identify and explain the function of musical elements in different styles and genres.
- Express a personal interpretation of a musical work and justify it with musical evidence.
- Demonstrate understanding of music's role in various cultures, time periods, and communities.
- Identify instruments and performance practices from different musical traditions.
- Reflect on how music expresses personal and collective identity.
- Develop and present a project that connects music to a cultural or historical context.

Unit 1 Assessments

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing

- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on Orff and non-pitched percussion instruments
- Ear training
- Written assessments

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

- Portfolio, Skit, Project, Drawing

Additional Resources/Links

- MusicFirst subscription
- Musicplay Online subscription
- Culturally Responsive Teaching and the Brain by Zaretta Hammond
- The Family Folk song Project by Cathy Ward
- Conversational Solfege level 2 curriculum by John Feierabend
- Ring, Dance, Play by Griff Gall and Paul Weller
- Choral Library
- Handbell Library
- iPad
- Interactive board
- laptop
- Silver Burdett series
- Music Connection series
- Music Express subscription
- Music K-8 subscription
- Piano
- Projector

- **Singing Games Children Love, Vol. 1-4, Denise Gagne**
- Orff instrumentarium of xylophones, metallophones, and glockenspiels
- Five octaves of Schulmerich handbells
- Stereo
- www.classicsforkids.net
- Unpitched Percussion Instruments
- Various Recordings
- Whiteboard
- www.musictheory.net
- Bluetooth speaker
- www.youtube.com
- Garageband
- Music software/software Subscriptions

Unit 2 Overview: Ensembles

Unit 2 Summary:

This unit develops essential performance skills, including proper technique, following the conductor's cues, blending with the ensemble, and reading basic notation. Students learn concert etiquette, stage presence, and expressing meaning through ensemble performance. Emphasis is placed on preparation, responsibility for learning parts, attendance, and respectful behavior. Reflection, goal-setting, and appreciation for the concert process support ongoing growth as performers.

Essential Questions:

- How does the music of the past influence the music of today?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do musicians make meaningful connections to creating, performing, and responding?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

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1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances

1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).

1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections:

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World Language for experiencing diverse musical styles and cultures

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- Language Arts for creative song writing
- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry
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Language Arts for expressive texts

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For research projects

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations

Enduring Understandings

Students will understand that...

- The students will understand the elements of music through the reading and performance of notation.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding.

Unit 2 Student Learning Objectives

Students will know...

- Identify elements of music through listening, performing and reading scores.
- Demonstrate consistent use of proper playing or singing technique and posture.
- Follow the conductor's cues for entrances, cutoffs, and changes in tempo and dynamics.
- Adjust volume and tone to blend appropriately with the ensemble.
- Maintain individual parts while performing in rhythm and harmony with the group.
- Read and accurately perform simple rhythmic and melodic patterns from music notation.
- Follow a printed score or lyric sheet accurately during a performance.
- Understand and apply basic musical terms and symbols (e.g., forte, piano, repeat).
- Perform with appropriate emotion, style, or character as discussed in rehearsal.
- Use facial expression, movement, or gestures to support the mood of the piece when appropriate.

- Communicate the story or expressive intent of the music to the audience.
- Demonstrate appropriate concert behavior, including respectful listening and backstage etiquette.
- Transition on and off the stage calmly, efficiently, and professionally.
- Show respect for fellow performers, the conductor, and the audience.
- Attend rehearsals regularly and come prepared with all required materials (e.g., folder, instrument).
- Memorize music when required and practice independently or with guidance.
- Take responsibility for learning your part and contributing positively to the ensemble's success.
- Reflect on personal and group performance using basic musical vocabulary.
- Set individual goals for improvement based on teacher or peer feedback.
- Recognize the effort involved in preparing for a concert and celebrate progress and accomplishments.

Unit 2 Assessments

Assessment through teacher observation and aural assessment for the following skills:

- Solo singing
- Small group singing
- Feeling the pulse of the music
- Improvising movement to the beat
- Playing assessments on Orff and non-pitched percussion instruments
- Ear training
- Written assessments

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

- Portfolio
- Projects

Additional Resources/Links

- Band Instruments
- MusicFirst subscription
- Musicplay Online subscription
- Culturally Responsive Teaching and the Brain by Zaretta Hammond
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- Conversational Solfege level 2 curriculum by John Feierabend
- Ring, Dance, Play by Griff Gall and Paul Weller
- Choral Library
- Handbell Library
- iPad
- Interactive board
- laptop
- Silver Burdett series
- Music Connection series
- Music Express subscription
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- Piano
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- Orff instrumentarium of xylophones, metallophones, and glockenspiels
- Five octaves of Schulmerich handbells
- Stereo
- www.classicsforkids.net
- Unpitched Percussion Instruments
- Various Recordings
- Whiteboard
- www.musictheory.net
- Bluetooth speaker
- www.youtube.com
- Garageband
- Music software/software Subscriptions