

Moonachie School District General Music Curriculum: Grades 6 - 8

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adopted: August 26, 2025

1.3a General Music: Grades 6-8

ARTISTIC PROCESS: Creating

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
1. Generating and conceptualizing ideas	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	Imagine
2. Organizing and developing ideas.	Musicians' creative choices are influenced by their expertise, context and expressive intent.	How do musicians make creative decisions?	Plan, Make
3. Refining and completing products.	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	Evaluate, Refine

PERFORMANCE EXPECTATIONS

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.

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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Five elements of music	SWBAT differentiate between listening and hearing. SWBAT creates a short arrangement using quaver.	<ul style="list-style-type: none"> - Listening vs hearing examples using analogies to improve active listening - Quaver Music used to compose music in accordance to a specific element 	<ul style="list-style-type: none"> - Formative teacher assessments and formal written assessments on listening/hearing - Quaver Composition
Scoring, mood, tone	SWBAT will select music and apply appropriate music to video to modify tone and mood.	<ul style="list-style-type: none"> - Scoring activity <ul style="list-style-type: none"> - Show students examples of various type of scores/video - Adding music to video to create 	<ul style="list-style-type: none"> - Visual and oral formative teacher assessment - Student music video content as an assessment

		mood/tone that appropriate - Modifying existing videos with music to change the intent/mood	
Notation (quarter, eighth, etc), tempo, dynamics, tone	SWBAT create, perform, and record a percussion composition	- Percussion Composition - Model an example composition, dissect percussion elements (notes, techniques, etc) - Teach different parts of the drum - Each student composes a section (# of measures), and then combine - Record each section and combine - Non-standard musical notation used	- Formative teacher visual and listening assessments - Non-standard notation - Performance recording
Resources/Materials	- Quaver Music subscription - Soundtrap - Percussion activity: buckets, drum sticks, recording device (EG flipgrid) - Technology: google office apps (or other similar apps), audacity (or other music editors), shot cut (or other video editor), youtube		
Interdisciplinary Connections	<p>Grade 6</p> <p>RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>RRI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Grade 7</p> <p>RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)</p> <p>Grade 8</p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p>		
Career Readiness, Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.		
Computer Science and Design Thinking	8.2.8.ITH.2: Compare how technologies have influenced society over time.		

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.3a General Music: Grades 6-8			
ARTISTIC PROCESS: Performing			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
4. Selecting, analyzing, and interpreting work	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.	How do performers select repertoire?	Select, Analyze, Interpret
5. Developing and refining techniques and models or steps needed to create products.	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their performance?	Rehearse, Evaluate, Refine
6. Conveying meaning through art.	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Present
PERFORMANCE EXPECTATIONS			

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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
12 bar blues, form, call and response, decorum, style, genre	SWBAT appreciate, create, and perform a blues piece	Blues unit: <ul style="list-style-type: none"> - History of Blues and origin - Connection to slavery - Analyze the structure (12 bar blues, rhyming words, rhyming patterns) - Create and perform a blues piece (1 verse) - Performance with an audience (classmates, teachers, admins) 	<ul style="list-style-type: none"> - Formative teacher observations and feedback - Composition - Performance
Tone, articulation/stick heights, notes/hand accuracy, rhythm accuracy, stage presence, emotion	SWBAT create musical criteria and assess a performance	Criteria and Critiquing: <ul style="list-style-type: none"> - Identify various musical criteria in a rubric - Show student various videos of musical performances to assess (good and bad examples) - Being a good audience member (understanding the atmosphere, venue, appropriate etiquette and decorum) - Creating a self-assessment rubric 	<ul style="list-style-type: none"> - Formative teacher observations and feedback - Assessment Rubric
Notation, pitch, key signature, time signature, intonation, sight-reading	SWBAT increases the fluency and accuracy of sight reading both for rhythm and notation and pitch.	Musical Sight-Reading: <ul style="list-style-type: none"> - Introduce instruments to help students practice and understand sight-reading (percussion, recorder, ukulele/guitar, keyboard) - Audience participation (call-response) to practice sight-reading - Sight Reading Factory student practice for sight 	<ul style="list-style-type: none"> - Sight-reading recordings - Formative teacher observations/feedback

		reading	
protest	SWBAT understand and analyze the evolution of protest music in US History and connect it to modern events.	Protest Music: <ul style="list-style-type: none"> - Introducing students to a variety of protest music from past and present (evolution of protest music in American history) - Analyze lyrics, discuss the historical context and connections at the time - Students write their own lyrics for their own cause - Fundraiser activity <ul style="list-style-type: none"> - Students choose a social cause and which artists to include in the fundraiser 	<ul style="list-style-type: none"> - Socratic Seminar - Student created lyrics - Fundraiser activity
Resources/Materials	<ul style="list-style-type: none"> - www.sightreadingfactory.com - Appropriate instruments (guitar, keyboard, ukulele, etc) - Music for Sight Singing by <i>Ottman</i> 		
Interdisciplinary Connections	<p>Grade 6 W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</p> <p>Grade 7 W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.SE.7.6. 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.</p> <p>Grade 8 W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.SE.8.6. 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..</p>		
Career Readiness, Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.		
Computer Science and Design Thinking	8.2.8.ITH.2: Compare how technologies have influenced society over time.		

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.3a General Music: Grades 6-8			
ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
7. Perceiving and analyzing products.	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Select, Analyze
8. Applying criteria to evaluate products.	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria	How do we judge the quality of musical work(s) and performance(s)?	Evaluate
9. Interpreting intent and meaning.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	Interpret
PERFORMANCE EXPECTATIONS			
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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Lyrics, elements of music	SWBAT create a curated playlist that reflect their experiences and explain why they chose those pieces	Soundtrack of my life: <ul style="list-style-type: none">- Students curate a playlist that reflect their current experiences or recent life events over a specific time period- Students use the elements of music to guide students in their choice- Students journal their explanations and connections to their playlists- Students present a slideshow detailing and explaining their playlist	<ul style="list-style-type: none">- Playlist- Journal- Slideshow
Five Elements of Music	SWBAT differentiate between listening and hearing.	<ul style="list-style-type: none">- Listening vs hearing examples using analogies to improve active listening	<ul style="list-style-type: none">- Formative teacher assessments and formal written assessments on listening/hearing
Resources/Materials	Google docs, slideshow programs, youtube for linking playlists		
Interdisciplinary Connections	<p>Grade 6</p> <p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.6.3.b. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequencesUse narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Grade 7</p> <p>RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories)</p> <p>W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>		

	Grade 8 W.8.3.a. W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.RW.8.7. 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
Career Readiness, Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science and Design Thinking	8.2.8.ITH.2: Compare how technologies have influenced society over time.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.3a General Music: Grades 6-8			
ARTISTIC PROCESS: Connecting			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
10. Synthesizing and relating knowledge and personal experiences to create products.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?	Interconnection

11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?	Interconnection
--	---	---	-----------------

PERFORMANCE EXPECTATIONS

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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Simile, metaphor, personification, hyperbole, idiom (et al)	SWBAT identify figurative language in lyrics.	Figurative language: <ul style="list-style-type: none"> - Review different types of ELA figurative language (similes, metaphors, hyperboles, etc) - Students scour various lyrics and pull figurative language from lyrics 	<ul style="list-style-type: none"> - Students fill out the template that details the song information and lyric
subjective , objective	SWBAT collective brainstorm and analyze the idea and definition of music. SWBAT understand the difference between subjective and objective evaluation	What is music? <ul style="list-style-type: none"> - 30 word list of what is music for each student - Create a compiled sheet of the student responses - Discuss and analyze and connect to other disciplines and daily life - Concepts of subjective vs objective <ul style="list-style-type: none"> - Using the definition to create a more mindful way of listening to music and diversity of music 	<ul style="list-style-type: none"> - Formative teacher observations - Student word lists/collage
	SWBAT compose a coherent email to a favorite musician.	Fan Email <ul style="list-style-type: none"> - Students write a coherent to email to their favorite musician. (Descriptions of lyrics, influences, feelings, emotions, etc). - Formatting: To, CC, BCC, subject, intro, body, closing 	<ul style="list-style-type: none"> - Successful student email to the teacher.
Resources/Materials	<ul style="list-style-type: none"> - Lyrics, google/microsoft office software, youtube 		
Interdisciplinary Connections	Grade 6 L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate		

	<p>Grade 7 L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>Grade 8 L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p>
Career Readiness, Life Literacies and Key Skills	9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
Computer Science and Design Thinking	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

