

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

General Music

Grade: 6

ABSTRACT

The elementary general music program follows a sequential format based on the elements of music including pitch and melody, beat/meter/rhythm, and dynamics, tone color and form. The focus is to cover a broad range of musical skills and concepts, and build a solid foundation for the K-12 Music program. The elementary music program utilizes multiple levels of learning and inquiry, and is designed to encourage critical and creative thinking skills. We believe the study of music contributes to the development of the whole child, and is an integral part of their education.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade 6 Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1 Elements of Music Review Dynamics (loud & soft) Form review AB, ABA, & Rondo (September - 4 weeks)	Unit 2 Timbre (Instrument sounds) Rhythm (Pattern of beats) Melody (Notes) (October - 4 weeks)	Unit 3 Texture (Thinness & Thickness) Harmony (2 or more notes played/ sung at the same time) (November - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 1.3A.8.Cr1 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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain	NJSLS: Creating 1.3A.8.Cr1 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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain	NJSLS: Creating 1.3A.8.Cr1 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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and 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. Responding 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.	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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and 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. Responding 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	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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and 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. Responding 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.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. Connecting 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.	1.3A.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. Connecting 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.	1.3A.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. Connecting 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.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	English Language Arts NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and	English Language Arts NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and	English Language Arts NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and

	expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSLS Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions	expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSLS Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions	expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSLS Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions
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	reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.	reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.	reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.
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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects.	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects.	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects.

	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 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. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 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. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 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. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
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	Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.	Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.	Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Dynamics and musical form help organize and communicate musical ideas. ● Composers use dynamic contrast and form to create interest, mood, and structure. ● Recognizing musical form improves listening, performance, and analysis skills. ● Musical elements work together to create expressive performances. ● Careful listening helps musicians recognize patterns and organization in music.	● Timbre, rhythm, and melody are essential elements that give music its unique character. ● Different instruments produce distinctive sounds because of how they are constructed. ● Rhythm provides the foundation of music, while melody communicates musical ideas. ● Composers combine musical elements to create expressive performances. ● Careful listening helps musicians identify and analyze musical elements.	● Texture describes how musical parts are combined. ● Harmony is created when two or more notes sound together. ● Composers use texture and harmony to create depth, contrast, and emotion. ● Musical elements work together to shape expressive performances. ● Active listening helps musicians recognize musical texture and harmonic relationships.

Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why are dynamics important in music? 2. How does musical form help organize a composition? 3. What distinguishes AB, ABA, and Rondo form? 4. How do composers use dynamics and form to communicate musical ideas? 5. How does understanding musical structure improve performance?	1. What makes one instrument sound different from another? 2. How do rhythm and melody work together in music? 3. Why is timbre important in identifying instruments? 4. How do composers use rhythm and melody to create musical expression? 5. How does understanding musical elements improve performance and listening?	1. What is musical texture? 2. How does harmony enhance music? 3. How do composers create thick and thin textures? 4. Why do different textures create different musical effects? 5. How does harmony contribute to the emotional impact of music?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Teacher observation • Listening journals • Class discussions • Exit tickets • Music notation activities • Form identification exercises • Small-group collaboration • Performance practice Summative Assessments Students will demonstrate mastery by: • Identifying dynamic markings and explaining their purpose. • Recognizing AB, ABA, and Rondo form in musical examples.	Formative Assessments • Teacher observations • Listening activities • Instrument identification exercises • Rhythm performance • Melody reading practice • Exit tickets • Class discussions • Peer collaboration Summative Assessments Students will demonstrate mastery by: • Identifying instruments by their timbre. • Performing rhythmic patterns with accuracy.	Formative Assessments • Teacher observations • Listening activities • Class discussions • Texture identification exercises • Harmony demonstrations • Exit tickets • Graphic organizers • Small-group collaboration Summative Assessments Students will demonstrate mastery by: • Identifying monophonic, homophonic, and polyphonic textures.

	• Performing music using appropriate dynamic contrast. • Analyzing musical form using correct music vocabulary. • Demonstrating understanding through written and performance-based assessments. Alternative Assessment (Performance/Project) Students may demonstrate learning by: • Creating an original rhythmic or melodic composition using contrasting dynamics. • Designing a listening guide identifying musical form. • Creating a visual representation of AB, ABA, and Rondo form. • Performing a classroom piece demonstrating dynamic contrast. • Developing a digital presentation analyzing a selected musical work. Benchmark Assessment Teacher-created Grade 6 General Music Skills Checklist assessing: • Dynamic identification • Musical form recognition • Listening analysis • Musical vocabulary	• Reading and performing simple melodies. • Explaining how rhythm, melody, and timbre contribute to music. • Applying musical vocabulary during listening and performance activities. Alternative Assessments Students may demonstrate learning by: • Creating an original rhythmic and melodic composition. • Developing an instrument research presentation. • Designing a listening guide identifying timbre, rhythm, and melody. • Performing classroom compositions individually or in groups. • Creating a digital music project using music software. Benchmark Assessments Teacher-created Grade 6 General Music Skills Checklist assessing: • Instrument identification • Rhythm accuracy • Melody reading • Musical vocabulary • Listening skills • Creativity • Participation	• Explaining the concept of harmony. • Identifying harmonic passages in listening examples. • Performing music demonstrating different textures. • Applying appropriate music vocabulary during written and oral assessments. Alternative Assessments Students may demonstrate learning by: • Creating a composition demonstrating contrasting textures. • Performing simple harmony in small groups. • Developing a listening presentation identifying texture and harmony. • Creating visual diagrams comparing musical textures. • Producing a digital music project demonstrating layered musical ideas. Benchmark Assessments Teacher-created Grade 6 General Music Skills Checklist assessing: • Texture identification • Harmony recognition
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	• Performance skills • Creativity • Participation		• Listening analysis • Musical vocabulary • Performance skills • Creativity • Participation
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content Dynamics Review • Review dynamic markings: ○ pp ○ p ○ mp ○ mf ○ f ○ ff ○ Crescendo ○ Decrescendo • Compare loud and soft musical passages. • Demonstrate dynamic contrast through singing, classroom instruments, body percussion, and movement. • Analyze how composers use dynamics to create expression. Musical Form Review Students will:	Learning Activities/Content Timbre (Instrument Sounds) • Define timbre as the unique sound quality of an instrument or voice. • Identify instruments by listening to recordings. • Compare the timbre of instruments from the: ○ String family ○ Woodwind family ○ Brass family ○ Percussion family ○ Keyboard family • Explore how instrument materials and construction affect sound. • Analyze orchestral and contemporary recordings to identify instrumental timbres. Rhythm (Pattern of Beats) Students will: • Review beat versus rhythm.	Learning Activities/Content • Define texture as the way musical sounds are layered. • Compare thin and thick musical textures. • Identify the following textures: ○ Monophonic (one melodic line) ○ Homophonic (melody with accompaniment) ○ Polyphonic (multiple independent melodies) • Listen to musical examples representing each texture. • Analyze how composers change texture to create contrast and interest. • Perform classroom activities demonstrating different

	● Review musical form as the organizational structure of music. ● Identify and compare: ○ AB Form ○ ABA Form ○ Rondo Form (ABACA) ● Listen to musical examples representing each form. ● Create movement sequences representing musical form. ● Compose simple rhythmic or melodic examples using AB and ABA form. ● Identify recurring themes in Rondo form. ● Analyze how form creates unity and variety within music. Performance Activities Students will: ● Perform classroom repertoire demonstrating dynamic contrast and musical form. ● Work collaboratively in small groups to analyze and perform musical selections. ● Evaluate performances using appropriate music vocabulary and teacher-developed rubrics. DEI Activities - Diversity and Inclusion statute	● Perform increasingly complex rhythmic patterns. ● Practice rhythm reading using standard notation. ● Perform rhythms using: ○ Body percussion ○ Classroom percussion instruments ○ Rhythm sticks ● Create original rhythmic compositions. ● Perform rhythm ensemble activities. Melody (Notes) Students will: ● Review melodic direction (ascending, descending, repeated). ● Read and perform melodies using standard notation. ● Identify melodic phrases and patterns. ● Compose short original melodies. ● Analyze melodies from various musical genres and cultures. ● Perform melodic exercises using voice, recorder, keyboard, or classroom instruments. Listening and Performance Students will:	textures through singing and classroom instruments. Harmony (Two or More Notes Played or Sung at the Same Time) Students will: ● Define harmony as two or more notes sounding together. ● Identify harmony in vocal and instrumental music. ● Explore simple chord structures and accompaniment patterns. ● Perform partner songs, rounds, ostinatos, and simple harmonies. ● Compare melody and harmony. ● Analyze how harmony affects mood and expression in music. Listening and Performance Students will: ● Listen to music from various cultures and historical periods to identify texture and harmony. ● Perform musical selections demonstrating layered textures and harmonic accompaniment.
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	(N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will explore musical works from a variety of cultures and historical periods to recognize how composers use dynamics and musical form in different musical traditions. Lessons promote respect for diverse musical styles and encourage all students to contribute their ideas in an inclusive learning environment where every voice is valued. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	- Analyze musical selections by identifying timbre, rhythm, and melody. - Compare performances from different cultures and historical periods. - Evaluate performances using appropriate music vocabulary. - Collaborate with peers to perform classroom repertoire demonstrating the elements studied. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will study music from a variety of cultures to explore how different communities use instruments, rhythms, and melodies to express traditions and tell	- Create short musical examples incorporating harmony and contrasting textures. - Evaluate performances using appropriate musical vocabulary. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will explore music from a variety of cultures and traditions to understand how different societies use texture and harmony in unique ways. Lessons encourage appreciation for diverse musical styles while promoting respectful collaboration and ensuring all
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	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will examine works by African American composers and musicians, analyzing how musical form and dynamics contribute to genres such as jazz, gospel, blues, and contemporary music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize how composers have used musical expression to preserve cultural identity and communicate hope, remembrance, and resilience during significant historical events. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6)	stories. Lessons emphasize appreciation for diverse musical practices while fostering an inclusive classroom where all students are encouraged to participate, collaborate, and share their musical ideas. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore melodies created and performed by African American musicians and composers. Students will recognize contributions to American musical traditions including jazz, blues, gospel, R&B, and contemporary music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have	students have meaningful opportunities to participate in music-making and musical analysis. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American musicians and composers whose work has strengthened American music. Lessons highlight how musical literacy supports the performance and preservation of diverse musical traditions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
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	2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will study the contributions of musicians and composers from diverse identities and abilities. Instruction promotes an inclusive classroom where all students participate meaningfully through differentiated instruction and collaborative musical experiences.	demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize that music and instruments have been used throughout history to preserve traditions, express emotions, and strengthen communities. Students develop empathy and appreciation through shared musical experiences. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will recognize that musicians of diverse identities, cultures, and abilities contribute to music in meaningful ways. Classroom instruction promotes an	- Students will recognize that music has been used throughout history to preserve culture, communicate emotions, and inspire hope. Through collaborative music-making, students develop empathy, respect, and appreciation for diverse perspectives. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will recognize that musicians from diverse identities, cultures, and abilities have contributed to music throughout history. Classroom instruction promotes an inclusive learning environment where all students have opportunities
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		inclusive learning environment where every student is encouraged and supported in participating in instrumental music.	to participate, perform, and succeed.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts • Teacher-created listening guides • Selected musical scores and recordings Materials • Dynamic and form anchor charts • Listening examples • Classroom percussion instruments • Keyboards (if available) • Staff paper • Whiteboards • Graphic organizers • Interactive presentation materials Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia	Resources Texts • Teacher-created listening guides • Selected musical scores and recordings Materials • Classroom percussion instruments • Recorders • Keyboards (if available) • Rhythm cards • Staff paper • Instrument family posters • Graphic organizers • Listening journals • Interactive whiteboard Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia	Resources Texts • Teacher-created listening guides • Selected musical scores and recordings Materials • Classroom percussion instruments • Keyboards (if available) • Recorders • Listening journals • Graphic organizers • Staff paper • Harmony worksheets • Interactive whiteboard Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge

	• The Kennedy Center ArtsEdge	• The Kennedy Center ArtsEdge	
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology

	- Assist classmates during notation activities Section 504 - Visual supports - Flexible response options - Additional processing time - Preferential seating - Modified assignments as needed - Individual accommodations according to student plans	- Assist classmates during notation activities Section 504 - Visual supports - Flexible response options - Additional processing time - Preferential seating - Modified assignments as needed - Individual accommodations according to student plans	- Assist classmates during notation activities Section 504 - Visual supports - Flexible response options - Additional processing time - Preferential seating - Modified assignments as needed - Individual accommodations according to student plans
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 4 Kodaly, Holiday Songs & Moving to the Music/Rhythm Activities (December - 4 weeks)	Unit 5 Introduce Garageband (January - 4 weeks)	Unit 6 Creating Original Songs based on the RAP genre (February - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 1.3A.8.Cr1 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, and codas)	NJSLS: Creating 1.3A.8.Cr1 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, and codas)	NJSLS: Creating 1.3A.8.Cr1 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, and codas)

	that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and 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	that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and 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	that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and 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
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	audience etiquette appropriate for venue, purpose, context, and style. Responding 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. Connecting 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.	audience etiquette appropriate for venue, purpose, context, and style. Responding 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. Connecting 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.	audience etiquette appropriate for venue, purpose, context, and style. Responding 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. Connecting 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.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at</i>	English Language Arts	English Language Arts	English Language Arts

<i>least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSLS Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how	NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSLS Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how	NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSLS Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how
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	conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of	conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of	conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of
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	evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.	evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.	evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● <i>9.1 Personal Financial Literacy; or</i> ● <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> ● <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>8.1 Computer Science; or</i> • <i>8.2 Design Thinking)</i>	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 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. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 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. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 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. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
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	Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.	Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.	Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Singing, movement, and rhythm strengthen musical understanding. ● The Kodály approach develops music literacy through singing and active participation. ● Music and movement work together to communicate expression and meaning.	● Technology provides new ways for musicians to create, edit, and share music. ● Digital music production requires creativity, organization, and problem-solving. ● Composers use musical elements such as rhythm, melody, harmony, and form when creating digital compositions.	● Music can be used as a tool for storytelling, communication, and personal expression. ● Rap music combines rhythm, poetry, word choice, and performance techniques. ● Songwriting requires creativity, organization, revision, and collaboration.

	• Holiday music represents a variety of cultural traditions and celebrations. • Ensemble performance requires teamwork, active listening, and musical responsibility.	• Revision and feedback improve the quality of musical creations. • Music technology is an important tool used by modern musicians and producers.	• Artists use musical elements to communicate messages and emotions. • Different genres of music reflect the experiences, cultures, and histories of communities.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How does movement improve musical performance? 2. How does the Kodály approach help musicians develop music literacy? 3. Why is rhythm important in both music and movement? 4. How do holiday songs reflect different cultures and traditions? 5. How do musicians work together to create successful performances?	1. How does technology change the way musicians create music? 2. How can digital tools help composers develop musical ideas? 3. What skills are needed to create a successful digital composition? 4. How do musicians use feedback to improve their work? 5. How does GarageBand allow musicians to express creativity?	1. How does rap music communicate ideas and stories? 2. What musical elements make a rap song effective? 3. How do rhythm, rhyme, and word choice influence songwriting? 4. How can musicians use creativity and technology to produce original music? 5. How does music reflect the culture and experiences of the artist?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i>	Formative Assessments • Teacher observations • Vocal rehearsals • Rhythm activities • Solfege practice	Formative Assessments • GarageBand skill practice activities • Teacher observations	Formative Assessments • Listening analysis of rap songs • Rhythm and flow exercises • Lyric writing activities

4. Benchmark)	● Movement activities ● Peer feedback ● Exit tickets ● Class discussions Summative Assessments Students will demonstrate mastery by: ● Singing with accurate pitch, rhythm, and expression. ● Demonstrating Kodály hand signs and solfege during performance. ● Performing rhythmic movement activities with coordination. ● Demonstrating understanding of holiday music from diverse cultures. ● Participating effectively in ensemble performances. Alternative Assessment (Performance/Project) Students may demonstrate learning by: ● Creating an original rhythm performance. ● Choreographing movement for a classroom song. ● Performing a small-group vocal selection. ● Developing a presentation about a holiday musical tradition.	● Technology navigation activities ● Rhythm and melody exercises ● Class discussions ● Peer feedback ● Project checkpoints Summative Assessments Students will demonstrate mastery by: ● Creating an original GarageBand composition. ● Demonstrating understanding of digital recording tools. ● Applying musical elements such as rhythm, melody, harmony, and form. ● Editing and organizing musical tracks. ● Explaining creative choices using musical vocabulary. Alternative Assessments Students may demonstrate learning by: ● Creating a digital soundtrack for a video or story. ● Producing an original song using loops and recorded tracks. ● Creating a collaborative group composition. ● Recording a live classroom performance and editing the final product.	● Rhyme practice ● Beat creation activities ● Peer feedback sessions ● Songwriting drafts ● Teacher conferences Summative Assessments Students will demonstrate mastery by: ● Creating an original rap song using appropriate structure. ● Demonstrating understanding of rhythm, rhyme, beat, and musical expression. ● Performing or recording an original composition. ● Explaining creative choices using music vocabulary. ● Demonstrating respect for audience, performers, and diverse perspectives. Alternative Assessments Students may demonstrate learning by: ● Creating an original rap song with a digital beat. ● Producing a clean, school-appropriate music video or performance. ● Creating a spoken-word poetry piece with musical accompaniment. ● Collaborating with classmates to create a group performance.
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	- Creating a digital rhythm composition. Benchmark Assessment Teacher-created Grade 6 General Music Skills Checklist assessing: - Vocal performance - Rhythm accuracy - Solfege proficiency - Movement coordination - Ensemble participation - Musical expression - Collaboration	- Presenting a reflection explaining the creative process. Benchmark Assessments Teacher-created Grade 6 General Music Skills Checklist assessing: - GarageBand navigation skills - Digital composition skills - Use of musical elements - Creativity - Organization - Collaboration - Reflection and presentation skills	- Developing an instrumental track using GarageBand. Benchmark Assessments Teacher-created Grade 6 General Music Skills Checklist assessing: - Song structure - Rhythm and flow - Lyrics and creativity - Musical vocabulary - Performance skills - Collaboration - Use of technology
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law - LGBTQ/Disabilities Law)	Learning Activities/Content Kodály Instruction - Review and apply Kodály hand signs. - Sing using do, re, mi, fa, sol, la, ti, do. - Practice melodic patterns through echo singing and sight singing. - Strengthen music literacy through solfege activities and rhythmic reading. - Improve pitch accuracy and listening skills.	Learning Activities/Content Introduction to GarageBand - Learn basic GarageBand functions: - Creating a new project - Selecting instruments - Using loops - Recording tracks - Editing audio - Adjusting volume and effects - Saving and exporting projects	Learning Activities/Content Introduction to Rap Music Students will: - Explore the history and development of rap as a musical genre. - Identify rap as a form of musical storytelling and artistic expression. - Examine the elements of rap music: - Beat - Rhythm - Flow - Rhyme

	Holiday Songs • Perform holiday and seasonal music representing a variety of cultures and traditions. • Analyze the historical and cultural significance of selected songs. • Demonstrate expressive singing, proper vocal technique, and ensemble skills. • Compare musical styles and traditions from different cultures. Moving to the Music • Perform choreographed movement that reflects rhythm, tempo, form, and expression. • Demonstrate: ○ Coordination ○ Balance ○ Spatial awareness ○ Musical expression • Collaborate in small groups to create movement sequences. Rhythm Activities • Perform increasingly complex rhythmic patterns.	• Explore the GarageBand interface and digital workspace. Digital Music Creation • Explore how loops and recorded sounds can be combined to create music. • Create rhythmic patterns using digital percussion. • Develop melodies using virtual instruments. • Experiment with: ○ Tempo ○ Dynamics ○ Instrument choices ○ Texture ○ Form • Apply previous knowledge of musical elements: ○ Rhythm ○ Melody ○ Harmony ○ Timbre ○ Texture Composition Project • Plan an original digital composition. • Create and organize multiple tracks. • Revise compositions based on teacher and peer feedback.	○ Lyrics ○ Delivery ○ Expression Listening and Analysis • Analyze age-appropriate rap examples. • Identify: ○ Repeated patterns ○ Rhythmic structures ○ Lyric themes ○ Instrumental accompaniment ○ Message and purpose • Compare rap with other musical genres. Songwriting Process • Brainstorm topics and themes. • Create original lyrics using: ○ Rhyme schemes ○ Rhythm patterns ○ Figurative language ○ Word choice • Organize songs using common structures: ○ Intro ○ Verse ○ Chorus ○ Bridge (optional) Beat Creation and Production • Create or select appropriate beats using: ○ GarageBand
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	● Read and perform rhythm notation using standard notation. ● Practice rhythm through: ○ Body percussion ○ Classroom percussion instruments ○ Rhythm ensembles ○ Movement activities ● Create original rhythmic compositions individually and collaboratively. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Students will perform music representing diverse cultures, holidays, and traditions while recognizing that music is a universal form of	● Present completed projects to classmates. ● Reflect on the creative process and musical choices. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Students will explore how music technology has allowed musicians from diverse backgrounds, cultures, and abilities to create and share music. Students will examine examples of diverse digital musicians and producers while recognizing that technology can provide new opportunities for	○ Classroom instruments ○ Digital music tools ● Combine lyrics and rhythm. ● Revise songs based on feedback. Performance ● Practice vocal delivery and stage presence. ● Perform original songs individually or collaboratively. ● Reflect on the creative process and musical growth. ● DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Students will explore rap as a musical genre developed
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	communication. Lessons encourage respect for different cultural celebrations and provide opportunities for every student to participate through singing, movement, rhythm, and creative expression. Students will appreciate the contributions of musicians from a variety of backgrounds and experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American musicians, composers, and musical traditions through songs and rhythmic activities that highlight the influence of African American culture on American music.	creative expression and accessibility. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - Students will explore the influence of African American musicians, producers, and innovators in digital music, including contributions to genres such as hip-hop, jazz, electronic music, and contemporary production. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will examine how technology has helped preserve musical traditions	from diverse cultural experiences and communities. Lessons highlight the contributions of African American artists and other diverse voices while emphasizing that music can serve as a powerful form of storytelling, creativity, identity, and social expression. Students will create original work that respects different perspectives and experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will study the origins and cultural significance of rap music, including the contributions of African American
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	Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize that music has preserved traditions, strengthened communities, and offered hope throughout history. Musical activities encourage empathy, respect, cooperation, and appreciation of different life experiences. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	and historical recordings. Discussions may include how music has documented personal experiences and cultural histories. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will recognize contributions of musicians, composers, and producers from diverse identities and abilities. Digital music tools will be explored as accessible platforms that allow many individuals to participate in musical creation.	artists, producers, DJs, and lyricists who shaped hip-hop culture and influenced contemporary music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will recognize how music has served as a source of resilience, creativity, and hope throughout history, including times when access to traditional instruments was limited. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race,
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	Students will recognize that musicians from diverse identities, cultures, and abilities contribute to music throughout history and today. Classroom instruction promotes an inclusive learning environment where every student is encouraged to participate, collaborate, and succeed.		ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will recognize that musicians from diverse identities and abilities contribute to music in unique ways. Classroom activities encourage multiple methods of participation and creative expression so that all students can successfully engage in music-making.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts <i>First Steps in Music</i> - John Feierabend - Teacher-selected holiday repertoire - Teacher-created rhythm and solfege activities Materials - Solfege charts - Kodály hand sign visuals - Classroom percussion instruments - Rhythm sticks - Hand drums - Sheet music	Resources Texts <i>First Steps in Music</i> - John Feierabend - Teacher-selected holiday repertoire - Teacher-created rhythm and solfege activities Materials - iPads or computers - GarageBand application - Headphones - Microphones (if available) - Digital keyboards (if available) - Project planning worksheets - Reflection sheets	Resources Texts - Hip-Hop history resources - Teacher-created songwriting guides - Age-appropriate artist biographies Materials - iPads/computers - GarageBand - Headphones - Microphones (if available) - Lyric writing templates - Rhythm worksheets - Recording equipment - Classroom instruments

	• Audio recordings • Interactive whiteboard • Scarves or movement props (optional) Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	• Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities

	• Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating • Modified assignments as needed • Individual accommodations according to student plans	• Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating • Modified assignments as needed • Individual accommodations according to student plans	• Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504 • Visual supports • Flexible response options • Additional processing time • Preferential seating • Modified assignments as needed • Individual accommodations according to student plans
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 7 Music History & Composers (March - 4 weeks)	Unit 8 Instrumental Exploration (April - 4 weeks)	Unit 9 Review End of the Year Concert Songs and Choreographed Movement to Music and Review of Graduation Songs (May/June - 6 weeks)
STAGE 1: Desired Results			

Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Creating 1.3A.8.Cr1 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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and	NJSLS: Creating 1.3A.8.Cr1 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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and	NJSLS: Creating 1.3A.8.Cr1 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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). Performing 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.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and
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	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. Responding 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. Connecting 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating,performing, and responding	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. Responding 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. Connecting 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating,performing, and responding	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. Responding 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. Connecting 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating,performing, and responding
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	to music. 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	to music. 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	to music. 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	English Language Arts NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	English Language Arts NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	English Language Arts NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly. Students use appropriate music vocabulary to analyze, discuss, and reflect on musical performances, compositions, and listening experiences. NJSLSA.W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSL Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using	Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSL Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using	Students use written reflections, musical analyses, and creative writing activities to communicate their understanding of musical concepts. Social Studies NJSL Social Studies 6.1.8.HistoryCC.3.c Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Students analyze how cultural developments, historical events, and social movements influenced the creation and evolution of music. Students examine how composers, musicians, and musical traditions reflect the experiences, values, and histories of diverse communities. Visual and Performing Arts 1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using
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	contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.	contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.	contemporary practice of art or design. Conceptualizing Ideas: Students generate and develop musical ideas through composition, improvisation, performance, and exploration of musical elements. 1.5.8.Pr4 Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Work for Presentation: Students analyze and apply musical concepts, techniques, and expressive qualities when preparing and performing music.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

	9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system,	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system,	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Students collect, organize, and analyze information related to musical styles, composers, performances, and digital music projects. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Students explore how technology has transformed music creation, recording, production, and performance. Design Thinking 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. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.	from the perspective of the user and the producer. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.	from the perspective of the user and the producer. Students evaluate musical performances, compositions, and digital creations while making revisions to improve their final products. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). Students use the creative design process to brainstorm, create, test, evaluate, and refine musical compositions, performances, and technology-based projects. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Students examine how digital tools, recording technology, and music software have changed the way musicians create, produce, and share music.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Music reflects the history, culture, and experiences of people and communities. • Composers use musical elements to communicate ideas, emotions, and stories. • Understanding music history helps us appreciate the development of musical styles. • Every composer contributes unique ideas that influence future generations of musicians. • Music continues to evolve as society, technology, and culture change.	• Instruments create unique sounds through vibration, materials, and design. • Musicians must understand technique, care, and performance practices when playing instruments. • Ensemble music requires teamwork, listening, and communication. • Exploring instruments allows musicians to discover creativity and personal expression. • Every instrument contributes a unique role to a musical performance..	• Music performance requires preparation, teamwork, and dedication. • Musicians use expression, movement, and musical techniques to communicate with an audience. • Ensemble success depends on listening, cooperation, and responsibility. • Graduation and end-of-year songs represent important milestones and shared experiences. • Reflection helps musicians continue to grow and improve.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How does history influence the music people create? 2. What makes a composer's work unique and significant? 3. How do composers use musical elements to express ideas? 4. Why is it important to study composers from different cultures and time periods? 5. How has music changed throughout history?	1. How do instruments create different sounds? 2. How does proper technique influence musical performance? 3. Why is listening important in an ensemble? 4. How do musicians choose instruments that fit their musical goals? 5. How do different instruments contribute to the overall sound of music?	1. How do musicians prepare for a successful performance? 2. Why are teamwork and communication important in an ensemble? 3. How can movement enhance musical expression? 4. How does music help us celebrate important moments? 5. How can reflection improve future performances?

STAGE 2: Evidence

Assessment & Evidence: *(By what criteria will performances of understanding be judged? Include:*

1. *Formative,*
2. *Summative,*
3. *Alternative - Performance/Project)*
4. *Benchmark)*

Formative Assessments

- Listening journals
- Composer research activities
- Class discussions
- Timeline activities
- Music analysis worksheets
- Vocabulary practice
- Exit tickets
- Group collaboration

Summative Assessments

Students will demonstrate mastery by:

- Researching and presenting information about a composer or musical period.
- Identifying characteristics of different musical eras.
- Analyzing selected musical works using appropriate vocabulary.
- Explaining how historical and cultural events influenced music.
- Demonstrating understanding through written, digital, or performance-based assessments.

Alternative Assessment

(Performance/Project)

Students may demonstrate learning by:

Formative Assessments

- Instrument identification activities
- Teacher observations
- Technique practice
- Performance rehearsals
- Listening activities
- Reflection journals
- Group discussions
- Peer feedback

Summative Assessments

Students will demonstrate mastery by:

- Demonstrating proper handling and playing techniques for selected instruments.
- Identifying instrument families and their characteristics.
- Performing basic musical patterns or classroom repertoire.
- Explaining how instruments create different sounds.
- Participating successfully in an instrumental ensemble.

Alternative Assessments

Students may demonstrate learning by:

- Creating an instrument demonstration presentation.

Formative Assessments

- Daily rehearsals
- Teacher observations
- Vocal and instrumental practice
- Movement rehearsals
- Peer feedback
- Self-reflections
- Participation checks
- Concert preparation activities

Summative Assessments

- Performing end-of-year concert selections with accuracy and expression.
- Demonstrating proper performance etiquette.
- Participating in choreographed movement activities.
- Applying musical skills learned throughout the year.
- Performing graduation songs with appropriate emotion and expression.

Alternative Assessments

Students may demonstrate learning by:

- Creating a reflection portfolio of their musical growth.
- Recording a final performance reflection.

	• Creating a composer biography presentation. • Designing a digital timeline of music history. • Creating a listening guide for a selected musical work. • Performing a piece connected to a composer or musical era. • Creating a podcast, video, or multimedia project about a composer. Benchmark Assessment Teacher-created Grade 6 General Music Skills Checklist assessing: • Composer knowledge • Music vocabulary • Listening analysis • Historical connections • Research skills • Presentation skills • Participation	• Researching and presenting information about an instrument. • Creating a digital instrument showcase. • Composing a short piece using classroom instruments. • Recording and reflecting on an instrumental performance. Benchmark Assessments Teacher-created Grade 6 General Music Skills Checklist assessing: • Instrument identification • Playing technique • Music reading skills • Ensemble participation • Musical expression • Care and responsibility of instruments	• Creating a student-led introduction or narration for concert pieces. • Designing choreography or movement ideas for selected songs. • Creating a digital showcase of class musical accomplishments. Benchmark Assessments Teacher-created Grade 6 General Music Skills Checklist assessing: • Vocal/instrumental accuracy • Rhythm and timing • Musical expression • Movement coordination • Ensemble participation • Performance etiquette • Collaboration
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • Amistad Law • Holocaust Law • LGBTQ/Disabilities Law)	Learning Activities/Content Introduction to Music History • Explore the development of music throughout history. • Review major musical periods:	Learning Activities/Content Instrument Family Review • Review the major instrument families: ○ Strings ○ Woodwinds ○ Brass	Learning Activities/Content End-of-Year Concert Preparation • Review selected concert repertoire. • Practice: ○ Melody ○ Rhythm

	○ Medieval Period ○ Renaissance Period ○ Baroque Period ○ Classical Period ○ Romantic Period ○ 20th Century & Contemporary Music ● Identify how music changed based on: ○ Culture ○ Technology ○ Society ○ Historical events Composer Studies Students will explore selected composers such as: Classical Composers ● Wolfgang Amadeus Mozart ● Ludwig van Beethoven ● Johann Sebastian Bach Students will examine: ● Composer background ● Musical style ● Important compositions ● Historical influences ● Contributions to music Diverse Musical Voices ● Students will also explore composers and musicians	○ Percussion ○ Keyboard/Electronic Instruments ● Identify characteristics of each family. ● Compare how instruments produce sound. ● Listen to examples from different musical genres. Instrument Exploration ● Explore a variety of classroom and world instruments. ● Learn proper: ○ Handling ○ Assembly ○ Care ○ Playing techniques ● Experiment with: ○ Pitch ○ Rhythm ○ Timbre ○ Dynamics ○ Expression Possible instruments include: ● Recorder ● Keyboard	○ Harmony ○ Dynamics ○ Tempo ○ Expression ● Develop confidence through repeated rehearsal. ● Practice proper concert procedures: ○ Entering and exiting performance areas ○ Stage positioning ○ Audience awareness ○ Performance etiquette Choreographed Movement to Music ● Learn and perform coordinated movement connected to musical selections. ● Explore how movement communicates: ○ Mood ○ Emotion ○ Musical form ○ Lyrics and themes ● Develop: ○ Coordination ○ Rhythm awareness ○ Spatial awareness ○ Teamwork Students will practice: ● Timing movement with musical phrases
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	from diverse backgrounds, including: ○ African American composers and performers ○ Women composers ○ Contemporary composers ○ Composers from various cultures and traditions Music Listening and Analysis ● Listen actively to representative works. ● Identify: ○ Melody ○ Rhythm ○ Harmony ○ Texture ○ Form ○ Dynamics ○ Timbre ● Compare musical styles across time periods. ● Discuss how composers communicate through music. Creative Response Activities ● Create composer-inspired compositions.	● Percussion instruments ● Ukulele/guitar (if available) ● Classroom instruments ● Digital instruments Performance Skills ● Practice basic instrumental techniques. ● Perform rhythmic and melodic patterns. ● Apply knowledge of: ○ Beat ○ Rhythm ○ Melody ○ Dynamics ○ Form ○ Expression ● Participate in ensemble activities requiring: ○ Listening ○ Cooperation ○ Timing ○ Balance Instrument Creation and Innovation ● Explore how instrument design impacts sound.	● Following choreography ● Creating expressive movement choices Graduation Song Review ● Review graduation repertoire. ● Discuss the meaning and significance of graduation music. ● Perform with appropriate: ○ Expression ○ Confidence ○ Musicality ○ Ensemble awareness ● Reflect on their elementary/middle school musical experiences. Final Reflection ● Discuss personal musical growth. ● Identify skills developed throughout the year. ● Reflect on favorite musical experiences. ● Celebrate accomplishments as musicians. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger,
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	• Compare historical music with modern genres. • Develop presentations highlighting musical contributions. • Reflect on how music connects to personal experiences and society. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will study composers and musicians representing a variety of cultures, backgrounds, identities, and experiences. Instruction will move beyond traditional Western composers by highlighting diverse musical	• Investigate homemade or non-traditional instruments. • Experiment with sound creation using everyday objects. • Connect instrument design to creativity and engineering. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will explore instruments from a variety of cultures and traditions to recognize the diverse ways people create and experience music. Lessons highlight instruments from around the world and encourage students to appreciate different musical	fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will perform music representing a variety of cultures, musical traditions, and historical periods. Concert selections will encourage appreciation of diverse musical styles while promoting respect, collaboration, and inclusion. Every student will have meaningful opportunities to participate and contribute to the ensemble regardless of ability or prior musical experience. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how
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	voices, including women, African American composers, and underrepresented musicians. Students will recognize that music history is shaped by many communities and perspectives. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore the contributions of African American musicians, composers, and performers throughout music history, including their influence on jazz, blues, gospel, classical, hip-hop, and contemporary music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership	practices while ensuring all students have opportunities to participate regardless of musical background or ability. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will explore instruments and musical traditions connected to African American history, including percussion traditions, jazz ensembles, and influential African American musicians who expanded the use of instruments in American music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them	they have contributed to the development of a culture's history. - Students will perform and explore music influenced by African American musical traditions, recognizing the contributions of African American musicians and composers to American music and culture. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will recognize that music has served as a means of preserving culture, expressing hope, and bringing communities together throughout history. Age-appropriate musical selections may reinforce themes of perseverance, empathy, and remembrance. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger,
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	and citizenship and identify the characteristics that have made them good examples. - Students will examine how composers and musicians used music to preserve cultural identity, express resilience, and document experiences during times of conflict and hardship. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will recognize contributions of musicians and composers from diverse identities and abilities. Instruction highlights how individuals	good examples. - Students will examine how musicians have used instruments and ensembles to preserve cultural traditions, express identity, and maintain hope during challenging historical periods. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Students will recognize contributions of musicians and performers from diverse identities and abilities. Students will explore adaptive instruments and technology that allow individuals with different abilities to participate in music-making.	fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Instruction will recognize the contributions of musicians and composers from diverse identities and abilities while fostering an inclusive classroom where every student is encouraged to participate, perform, and succeed through differentiated instruction and collaborative learning.
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	overcame barriers and contributed meaningful artistic works to music history.		
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts • Composer biographies • Teacher-created listening guides • Music history resources Materials • Composer timelines • Listening journals • Musical scores • Biographical resources • Chromebooks/iPads • Presentation tools • Audio recordings Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • Instrument family resources • Teacher-created instrument guides • Performance repertoire Materials • Classroom instruments • Recorders • Keyboards • Percussion instruments • Instrument diagrams • Audio recordings • Music stands • Sheet music Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge	Resources Texts • Teacher-selected concert repertoire • Graduation song selections • Performance guides Materials • Sheet music • Lyrics • Audio recordings • Classroom instruments • Microphones • Performance space • Choreography guides Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • Carnegie Hall Musical Explorers • PBS LearningMedia • The Kennedy Center ArtsEdge

Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504	Special Education • Visual reference charts • Color-coded notation • Teacher modeling • Small-group instruction • Guided practice • Modified assignments English Language Learners (ELLs) • Picture-supported vocabulary • Visual demonstrations • Repeated modeling • Partner activities • Sentence frames using music vocabulary At Risk/BSI • Additional guided practice • Scaffolded notation activities • Small-group instruction • Frequent teacher feedback • Simplified music examples Gifted & Talented/Advanced • Analyze more advanced musical notation • Compose short musical examples • Lead peer review activities • Explore additional musical symbols and terminology • Assist classmates during notation activities Section 504
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	● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans	● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans	● Visual supports ● Flexible response options ● Additional processing time ● Preferential seating ● Modified assignments as needed ● Individual accommodations according to student plans
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