Summit Public Schools
Summit, NJ
Grade Level/Content Area: 6th or 7th Grade General Music
Length of Course: One Six week Cycle

Overview:

The purpose of the General Music Curriculum is to build upon the prior knowledge, skills, and concepts that students developed in elementary school. This course will accomplish this by providing musical experiences through real world applications such as music theory, basic piano comprehension, as well as music composition, and sound production. Every student at LCJSMS is enrolled in General Music for 1 cycle during their 6th or 7th grade year. The general music curriculum provides flexibility for the teacher to cater instruction towards each grade level and each unique class dynamic. Since this is the last required course in their music education, it is essential that students have learning experiences that connect to their personal lives. This class will help students develop informed musical opinions, real skills such as basic piano, as well as providing a solid foundation for future participation, appreciation, and growth in music.

The following curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. The course is divided into three main areas of focus, as per NJSLS: (1) the elements of music and music theory (2) learning how to play the keyboard for performance in class for peers and teacher (3) digital music composition and responses/critique methodologies. The course aims to address all aspects of music education and provide learning experiences that are comprehensive in scope with a personalized approach.

21st century learning requires 21st century resources and approaches. This is a student-centered course, where students are provided with many interactive learning experiences and opportunities. Students will develop piano performance skills through the use of the digital keyboard lab. Students will compose songs, create electronic music, and explore music production concepts through (MusicTheory.net, Noteflight, and Soundtrap). The course expects students to: (1) build on their prior knowledge and experiences, (2) develop their critical thinking skills, (3) complete problem-based interactive tasks, (4) explore different perspectives (5) develop performance and compositional skills. Students should leave the course wanting to continue or start to incorporate some form of musical experience in their personal lives.

Unit 1: - Music Theory:

Weeks 1+2 - Terminology, Notes, Rests, Ties, Dotted Rhythms, Time Signatures, Noteflight introduction and Noteflight Rhythm Project.

Unit 2: - Keyboard and Music Performance:

Weeks 3 + 4 - Treble clef, Bass clef, Ledger lines, Grand staff, Sharps, Flats, Naturals, Key Signatures, Introduction to the Keyboard and Keyboard performance packets.

Unit 3: Composition:

Weeks 5 + 6 - Noteflight Performance Composition Project utilizing Grand Staff, and Soundtrap Introduction and Composition Project.

Unit 1: Music Theory	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will become familiar with the elements of music and understand how they should be utilized through the creation of different types of musical compositions.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do you read music notation? ● What is music? ● What are the components of music notation? ● How do musical elements and styles vary in different cultures?	● The elements of music are the building blocks of composition. (meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions) ● Reading basic music notation contributes to musical fluency and literacy. ● Musical intelligence is related to ear training and listening skills, temporal spatial reasoning ability is connected to listening skills. ● Common, recognizable musical forms often have characteristics related to specific cultural traditions. ● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: ● 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences. ● 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of	● Students will learn the elements of music (beat, meter, rhythm. ● Students will identify and describe these elements in diverse musical works, using the proper musical vocabulary/terminology. ● Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written

music, compositional techniques, style and form, and use of sound sources.

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

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively to teams while using cultural global competence.

scores.

- Students will listen to and discuss various works of music from both the past and present.
- Students will use the same musical and technological tools that are used by composers and performers today, i.e. MIDI keyboards, music notation software (Noteflight), and music production software (Soundtrap).
- Students will read and write melodic notation in treble and bass clef as well as rhythmic notation from whole notes to sixteenth notes.
- Students will learn how to use proper musical terminology when describing musical works.
- Students will learn how to identify components of musical form and structure.
- Students will learn how to utilize online mediums to create, access, share, and evaluate music.

Differentiation	Assessments
Interdisciplinary Connections • Math: fractions in relation to time signatures • Language Arts: poetry/song writing, written responses to various prompts • Social Studies: analysis of world cultures and their	**Formative Assessments:** • Formal assessment of musical elements • Form analysis of multiple songs

musical traditions

Technology Integration

- MusicTheory.net: a web-application used to review and reinforce basics of music notation
- Noteflight: a music notation web application used to create and edit music compositions
- Soundtrap: a web-application used to create, edit, and produce electronic music
- Gimkit, Kahoot, Blookit

Media Literacy Integration

- Students will utilize Google Classroom, Google Docs and Google Forms to record their responses to aural and written prompts

Global Perspectives

- Students will listen to and analyze diverse musical works from around the world
- Students will understand the diverse cultural and societal traditions that influenced the creative process of those works

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

- Analyze and evaluate various works of music through written responses while identifying and discussing the elements of music

Summative Assessments, Projects, and Celebrations:

- Students will listen to and analyze diverse musical works from around the world
- Students will understand the diverse cultural and societal traditions that influenced the creative process of those works

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 2: Keyboard / Music Performance

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will learn musicianship skills in order to perform musical works on the keyboard and to create and share digital music.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do you play the piano? • How can I compose digital music for the piano? • How can I share a musical performance with the class? • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How do musicians improve the quality of their performance? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • How does technology impact music composition? • What are the steps of writing an original song? • How can music from different genres and eras be compared to one another?	• Certain music and media literacy skills are necessary to perform and share works of music correctly and authentically. • Understanding of discipline-specific arts terminology is a component of musical literacy. • Different notational systems are appropriate for different genres, styles, and applications. • The creation of digital music requires a combination of a wide variety of musical skills and technologies. • The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context and expressive intent. • Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

• When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How do we discern the musical creators' and performers' expressive intent? • How do musicians make meaningful connections to creating, performing and responding?	• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas. • 1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas. • 1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. • 1.3B.12adv.Cr3a: Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. • 1.3B.12adv.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and	• Students will learn the elements of music (beat, meter, rhythm, dynamics, melody, harmony, tonality, texture, timbre, form, etc.). • Students will identify and describe these elements in diverse musical works, using the proper musical vocabulary/terminology. • Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. • Students will become familiar with composers/artists whose work is considered exemplary from their respective time period and genre. • Students will listen to and discuss various works of music from both the past and present. • Students will use the same musical and technological tools that are used by composers and performers today, i.e. MIDI keyboards, music notation software (Noteflight), and music production software (Soundtrap). • Students will read and write melodic notation in treble and bass clef as well as rhythmic notation from whole notes to sixteenth notes.

processes have been employed to realize expressive intent. • 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices. • 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. • 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. • 1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. • 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing). • 1.3A.8.Pr5a. Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform. • 1.3A.8.Pr6a: Perform music with technical	• Students will learn the basics of keyboard technique, including body posture and hand position. • Students will maintain a steady beat when playing. • Students will perform keyboard drills and repertoire alone and together as a class. • Students will learn and perform music from both written scores and by rote. • Students will learn how to effectively evaluate, analyze, and listen to music. • Students will learn how to use proper musical terminology when describing musical works. • Students will learn how musical traits are used to convey abstract themes/ideas and how to identify them. • Students will learn how to utilize online mediums to create, access, share, and evaluate music. • Students will learn the common compositional techniques that are used in various styles of music. • Students will become familiar with composers/artists whose work is considered exemplary from their respective time period and genre. • Students will read and write melodic notation in treble and bass clef as well as rhythmic notation from whole notes to sixteenth notes. • Students will name and identify all of the notes on the keyboard and know their respective location on the treble and bass clef. • Students will learn the basics of keyboard technique, including body posture and hand position. • Students will maintain a steady beat when playing. • Students will perform keyboard drills and repertoire alone and together as a class.

accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent. ● 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. ● 1.3A.8.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.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). ● 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent. ● 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills.	● Students will learn and perform music from both written scores and by rote. ● Students will create original music on the keyboard.

CRP3: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Social Studies: learn and perform multi-cultural works or pieces from foreign cultures/traditions. **Technology Integration** ● Digital pianos and MIDI keyboards to play existing keyboard repertoire and compose original material. ● MusicTheory.net: a web-application used to review and reinforce the basics of music notation. ● Noteflight: a music notation web application used to create and edit music compositions. ● Soundtrap: a web-application used to create, edit, and produce electronic music. **Media Literacy Integration** ● Students will utilize Google Classroom and Google Docs to record their responses to aural and written prompts.	**Formative Assessments:** ● Formative assessment of students compositions on the keyboard. ● Original composition: following a prescribed set of rules/criteria regarding form and compositional technique. **Summative Assessments, Projects, and Celebrations:** ● Summative assessment of student understanding of basic notation (treble/bass clef, note/rest values, etc.) ● Peer and self-assessment of keyboard progress and individual compositions. ● Summative one-on-one performance assessment of keyboard skills, technique, and knowledge. ● Summative assessment of students' ability to create and share digital music compositions.

- Students will learn about various composers, artists, and works of music via print, audio, and online resources by viewing music articles, reviews, and online playlists.

Global Perspectives

- Students will play a varied repertoire of keyboard music, featuring selections from all over the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 3: Music Composition	
Big Ideas: *Course Objectives/Content Statement(s)* • Students will understand how the musical elements should be utilized through the creation of different types of musical compositions. • Students will learn to incorporate historical aspects of music as well as aspects of music from today's society. • Students will learn to create and share digital music. • Students will learn how to interpret, evaluate, critique, and analyze various types of musical performances.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can music from different genres and eras be compared to one another? • How is a piece of music or song constructively criticized? • What types of methods or mediums are used to evaluate and rank songs? • How has technology impacted musical performances? • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How do musicians improve the quality of their performance? • When is a performance judged ready to present?	• Awareness of basic elements of style and design and music inform the creation of criteria for judging originality. • Performance technique in music varies according to historical era and genre. • Abstract ideas may be expressed in works of music using a genre's stylistic traits. • Universal elements of music apply equally to compositions across cultures and historical eras. • Technology has enabled greater accessibility to music from around the world. • Certain styles of music have formed as a result of a fusion of other unique styles. • The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context and expressive intent.

• How do context and the manner in which musical work is presented influence audience response? • How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern the musical creators' and performers' expressive intent? • How do musicians make meaningful connections to creating, performing, and responding?	• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Songwriting utilizes music notation and follows a process. • Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: ● 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas. ● 1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas. ● 1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. ● 1.3B.12adv.Cr3a: Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. ● 1.3B.12adv.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent. ● 1.3B.12adv.Pr4a: Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms. ● 1.3B.12adv.Pr4b: Analyze how the elements of	● Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. ● Students will learn the common compositional techniques that are used in various styles of music. ● Students will listen to and discuss various works of music from both the past and present. ● Students will use the same musical and technological tools that are used by composers and performers today, i.e. MIDI keyboards, music notation software (Noteflight), and music production software (Soundtrap). ● Students will read and write melodic notation in treble and bass clef as well as rhythmic notation from whole notes to sixteenth notes. ● Students will create original compositions using music technology such as Soundtrap, and Noteflight. ● Students will learn how to effectively evaluate, analyze, and listen to music. ● Students will learn how to use proper musical terminology when describing musical works. ● Students will learn how to determine the artistic intent regarding a work of music. ● Students will learn how to identify components of musical form and structure. ● Students will learn how musical traits are used to convey abstract themes/ideas and how to identify them.

music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance. ● 1.3B.12adv.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent. ● 1.3B.12adv.Pr5b: Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works. ● 1.3B.12adv.Pr5c: Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works. ● 1.3B.12adv.Pr6a: Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed. ● 1.3B.12adv.Pr6b: Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions. ● 1.3B.12adv.Re7a: Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately	● Students will learn how to utilize online mediums to create, access, share, and evaluate music. (Noteflight and Soundtrap)

complex or complex forms, and describe and justify the choice as models for composition. • 1.3B.12adv.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener. • 1.3B.12adv.Re8a: Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work. • 1.3B.12adv.Re9a: Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures. • 1.3B.12adv.Re9b: Describe and evaluate the ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process. • 1.3B.12adv.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. • 1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
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CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Social Studies: learn and perform multi-cultural works or pieces from foreign cultures/traditions. ● Social Studies: analysis and discussion of composers, artists, and performers throughout history; discussion of the role and impact of music in today's culture. ● Math: fractions in relation to time signatures. ● Language Arts: poetry/song writing, written responses to various prompts. ● Social Studies: analysis of world cultures and their musical traditions. **Technology Integration** ● Online music review boards and music rating sites, Google Forms and Google Classroom for self and peer reviews.	**Formative Assessments:** ● Listening activities to identify musical characteristics as well as evaluate, critique, and accurately describe a work of music while using proper musical terminology. ● Peer critique of student compositions. ● Self-evaluation of student work. **Summative Assessments, Projects, and Celebrations:** ● Summative assessment of students' ability to create and share digital music compositions utilizing both Noteflight and Soundtrap.

- Digital pianos and MIDI keyboards to play existing keyboard repertoire and compose original material.
- MusicTheory.net: a web-application used to review and reinforce the basics of music notation.
- Noteflight: a music notation web application used to create and edit music compositions.
- Soundtrap: a web-application used to create, edit, and produce electronic music.

Media Literacy Integration

- Google Classroom and Google Docs to record their written responses to aural and written prompts

Global Perspectives

- Students will listen to and analyze diverse musical works from around the world
- Students will understand the diverse cultural and societal traditions that influenced the creative process of those works
- Through the study of a wide variety of composers, artists, and works of music, students will learn about the influence and impact of society and culture on composers and their music.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole

		group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping		