



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** Music I

**Department:** Visual & Performing Arts

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
July 2009	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
August 2018	Ian Schwartz	Revisions
March 2019	Ian Schwartz	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Piano (Ongoing)	11	Music Theory: Accidentals, Half Steps, Whole Steps
2	Piano	12	Music Theory: Simple Meter - Duple, Triple, and Quadruple
3	Guitar (Ongoing)	13	Music Theory: Beat Subdivisions and Syncopation
4	Guitar	14	Music Theory: Compound and Other Meters
5	Instrument Proficiency and Performance (Ongoing)	15	Music Theory: Major Scales and Keys
Week	Marking Period 2	Week	Marking Period 4
6	History, Culture, and Music Appreciation	16	Music Theory: Intervals
7	Written and Improvised Composition	17	Music Theory: Triads and Dominant Chords
8	Performance Etiquette and Critique	18	Music Theory: Triads and Dominant Chords
9	Music Theory: Pitch Notation and Grand Staff Notation	19	Music Theory: Melody Harmonization and Cadences
10	Music Theory: Pitch Notation and Grand Staff Notation	20	Music Theory: Melody Harmonization and Cadences

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## **Core Instructional & Supplemental Materials Including Various Levels of Texts**

Tobyrush.com

Musictheory.net

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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<b>Time Frame</b>	<b>1 - 2 Weeks and ongoing</b>
<b>Topic</b>	
<b>Piano</b>	
Understanding instrument care, instrument parts, posture and playing technique. Discuss bad habits of practicing and playing instrument, proper hand positions on the piano keyboard: Middle C Position, C Position, G Position. Differentiate between quality and quantity of time spent practicing. Develop practicing techniques for student independence.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● <b>How does studying a musical instrument challenge students to perform in other subject areas?</b></li><li>● Which key concepts of music learning are pivotal to be successful in playing piano?</li><li>● How do different hand positions on the keyboard affect the sound of the instrument and how do they affect how we play?</li><li>● How does understanding how a piano is built and constructed add to our ability to play the instrument?</li><li>● How does posture and playing technique enhance our playing ability?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Instrument care is an essential tool for a musician to have.</li><li>● Proper technique significantly enhances instrument performance and musician health.</li><li>● Anyone can learn about the arts and music</li><li>● Music is a form of communication</li><li>● It is essential to learn the different parts of the instrument</li><li>● There are unique and significant differences between acoustic and electric instruments</li></ul>	
<b>Alignment to NJSLs</b>	

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**1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.**

- **1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.**
- **1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.**

**1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music**

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
- 1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.
- 1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs
- 1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

## **Key Concepts and Skills**

Students will

- Hold, play, and maintain the instrument properly
- Explore different sound effects and rhythmic sequences on the instrument
- Understand the basics of how sound is generated on the instruments.
- Be able to identify the note names on the treble and bass clefs
- Understand the grand staff, ledger lines and concept of high and low
- Identify Note and Rest values, measures, and Common-time Time Signature

## **Learning Activities**

- Observing teacher and professionals playing and performing
- Watching peers and critiquing and giving constructive criticism to see how they can make adjustments to their own playing
- Performing and playing repertoire and scales in methods book

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### **Assessments**

#### Summative:

- Playing Tests

#### Formative:

- Performance Quizzes
- Class participation

#### Alternative:

- Class discussion
- Self-assessment
- Rubrics

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Rhythmic Dictation exercises/assessments:

- Comprehensive Health and Physical Education: 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

### **Technology Integration**

- Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**Time Frame**

**1 - 2 Weeks and ongoing**

**Topic**

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### **Guitar**

Understanding instrument care, instrument parts, posture and playing technique. Learn different methods of tuning a guitar with use of an electric tuner and the use of pegs, strings, and frets. Learn how to change guitar strings. Discuss bad habits of practicing and playing instrument, proper hand positions on the guitar: power chords, traditional chords, melody, and soloing. Proper Strumming techniques with and without pick, and exploring different strumming patterns and hand picking. Differentiate between quality and quantity of time spent practicing. Develop practicing techniques for student independence.

### **Essential Questions**

- **How does studying a musical instrument challenge students to perform in other subject areas?**
- Which key concepts of music learning are pivotal to be successful in playing guitar?
- How do different hand types of chords and strumming techniques affect the sound of the instrument and how do they affect how we play?
- How does understanding the elements of guitar and how a guitar is built and constructed add to our ability to play the instrument?
- How does posture and playing technique enhance our playing ability?

### **Enduring Understandings**

- Instrument care is an essential tool for a musician to have.
- Proper technique significantly enhances instrument performance and musician health.
- Anyone can learn about the arts and music
- Music is a form of communication
- It is essential to learn the different parts of the instrument
- There are unique and significant differences between acoustic and electric instruments

### **Alignment to NJSL**

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**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music

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## **Key Concepts and Skills**

Students will

- Hold, play, and maintain the instrument properly
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- Understand the basics of how sound is generated on the instruments.
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## **Learning Activities**

- Observing teacher and professionals playing and performing
- Watching peers and critiquing and giving constructive criticism to see how they can make adjustments to their own playing

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- Performing and playing repertoire and scales in methods book

### **Assessments**

Summative:

- Playing Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment rubrics

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP6. Demonstrate creativity and innovation.  
CRP11. Use technology to enhance productivity.

### **21st Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Peer critique discussions:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.  
**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	<b>1 - 2 Weeks and Ongoing</b>
<b>Topic</b>	
<b>Instrument Proficiency and Performance</b>	
<p>Students will develop skills in reading music independently by sight; this encourages independence and strong musicianship. Students will demonstrate proper technique, while utilizing proper finger positions, maintain steady tempos. Perform repertoire of an individually appropriate level, and student chosen repertoire when appropriate. Perform songs in various hand positions while demonstrating proper strum patterns on guitar. Sight read music at an appropriate level. Through repertoire students will experience and perform phrasing, articulations, tempo markings, and dynamics.</p>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How does studying a musical instrument challenge students to perform in other subject areas?</li><li>● How does music literacy filter into the different disciplines?</li><li>● How does the proficiency on an instrument allow filter into difference disciplines?</li><li>● How does music proficiency allow for independence from the teacher?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Studying a musical instrument develops deductive reasoning skills that can be applied to many other subject areas and disciplines.</li><li>● Music literacy and music proficiency allow for independence from the teacher's instruction.</li><li>● Music proficiency allows more quality in music making and opens up to the learning of more difficult repertoire</li><li>● With a vast understanding of music theory and a strong sense of musicianship they can learn any piece of music</li><li>● Learning about the theoretical aspects of music will propel their ability to perform any music</li></ul>	
<b>Alignment to NJSLs</b>	

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### **1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.**

- **1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.**
- 1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- **1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.**

### **1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music**

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## **Key Concepts and Skills**

Students will

- Learn how to communicate musical expression through dynamics, tempo, phrasing, and articulation.
- Learn how to interpret the composers intending meaning of piece and communicate that through performance
- Discern symbols in a score and perform them appropriately
- Decode music notation and perform at appropriate tempo, meter, range, etc...

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### **Learning Activities**

- Students will practice and perform repertoire of appropriate level for teacher and peers
- Students will choose repertoire and prepare and perform said repertoire for teacher and peers

### **Assessments**

Summative:

- Playing Tests
- Recitals

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment
- Rubrics

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation  
CRP11. Use technology to enhance productivity.

### **21st Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Reading informational texts on the topic of music theory and notation:

- LA.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### **Technology Integration**

Students will use sight reading websites and digital resources in order to extend learning and apply skills to new content.

- **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
<b>History, Culture and Music Appreciation</b>	
Students will identify the uses of music in society and culture; relationships and processes of other art forms to the choral singing; the effects of society, culture and technology on music.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How is music influenced by society, history and culture?</li><li>• How is music related to other art forms?</li><li>• How is music influenced by other art forms?</li><li>• How does music speak through language barriers?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that... <ul style="list-style-type: none"><li>• Music is influenced by society, history and culture</li><li>• Music is influenced by other art forms</li><li>• Music speaks through language barriers</li></ul>	
<b>Alignment to NJSL</b>	
<b>1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures. <ul style="list-style-type: none"><li>• 1.2.12.A.1 Determine how music has influenced world cultures throughout history.</li><li>• 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</li></ul>	
<b>Key Concepts and Skills</b>	
Students will <ul style="list-style-type: none"><li>• Identify the uses of music in society and culture</li><li>• Identify relationships and processes of other art forms to music</li><li>• Identify the effects of society, culture and technology on music.</li></ul>	

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### **Learning Activities**

- Listening to music from different cultures and time periods
- Discussing the history and related art forms of the time period surrounding choral repertoire.
- Socratic discussions about the history, society, and culture
- Class presentations about history, society and culture surrounding the music

### **Assessments**

#### **Summative:**

- Socratic Seminar on the topic of music history, and its role in society and culture.

#### **Formative:**

- Performance Quizzes
- Class participation

#### **Alternative:**

- Class discussion
- Self-assessment rubrics

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.

### **21st Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

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### **Interdisciplinary Connections**

Socratic discussions about the history, society, and culture;

Class presentations about history, society and culture surrounding the music:

- L.A.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- L.A.RI.9-10.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- L.A.RI.9-10.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- L.A.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- *LA.9-10.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

### **Technology Integration**

Music and culture research:

Students will access digital resources to conduct research and investigations which extend their knowledge.

- **TECH.8.1.12.E.CS1** Plan strategies to guide inquiry.
- **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
<b>Written and Improvised Composition</b>	
Create a compositions based on elements of music learned in class. Create simple melodies harmonized with I, IV, V or V7 accompaniments. Explore different sounds on instruments through elements of music. Create an improvised melody within specified key or guidelines while being accompanied by classmates playing I, IV, V or V7 ostinato/patterns.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● <b>How does understanding the chordal structure of a piece of music help improvisation?</b></li><li>● <b>How does the understanding of chordal structure allow for pleasing compositional writing?</b></li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Instrument care is an essential tool for a musician to have.</li><li>● Proper technique significantly enhances instrument performance and musician health.</li><li>● Anyone can learn about the arts and music</li><li>● Music is a form of communication</li><li>● It is essential to learn the different parts of the instrument</li><li>● There are unique and significant differences between acoustic and electric instruments</li></ul>	
<b>Alignment to NJSLs</b>	

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## **Key Concepts & Skills**

Students will

- Compose simple melodies with a variety of rhythmic and melodic elements
- Compose simple accompaniments to harmonize simple melodies using I-IV-V(7) chords
- Analyze and Identify chords in a piece of music both written aurally

## **Learning Activities**

- Compose simple melodies with a variety of rhythmic and melodic elements
- Compose simple accompaniments to harmonize simple melodies using I-IV-V(7) chords

## **Assessments**

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### Summative

- Composition Projects

### Formative:

- Composition Analysis writing
- Performance and composition assessment Rubrics

### Alternative:

- Observation of class discussion
- Teacher-student conferences

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
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CRP11. Use technology to enhance productivity.

### **21st Century Skills**

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9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Present and discuss student composed melodies:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.  
**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
<b>Performance Etiquette and Critique</b>	
Students will demonstrate correct concert behavior as a performer and as an audience member. Students will evaluate personal and peer progress both verbally and written from recordings, class performance, and other solo to exemplary models.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How does following proper performance etiquette enhance our performance?</li><li>• How does following proper audience etiquette enhance our performance?</li><li>• How does using proper terminology allow us to communicate as musicians?</li><li>• How does constructive criticism help as a performer?</li><li>• How does constructive criticism of a peer help them improve as a performer?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that... <ul style="list-style-type: none"><li>• There is a certain way to behave as an audience member</li><li>• There is a certain way to behave as a performer</li><li>• Listening to and describing musical performances are important skills that contribute to the learning and development of a young musician</li></ul>	
<b>Alignment to NJSLs</b>	
<b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of music.</li><li>• 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</li></ul>	

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- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **Key Concepts and Skills**

Students will

- Learn what concert behavior is expected of them as a performer and as an audience member.
- Learn how to evaluate personal progress from recordings, entire ensemble, and other ensembles to exemplary models.

### **Learning Activities**

- Requirement of live concert performance and attendance
- Class performances and recitals
- Watch videos and demonstrate poor etiquette

### **Assessments**

Summative:

- Written critique assessment

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment rubrics

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP6. Demonstrate creativity and innovation  
CRP11. Use technology to enhance productivity.

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### **21st Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Class discussions: Audience etiquette and behavior:

**LA.9-10.SL.9-10.1.C** - *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

### **Technology Integration**

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **TECH.8.1.12.C.CS1** Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

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<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
<b>Music Theory: Pitch Notation and Grand Staff Notation</b>	
In this Unit students will learn the essential and fundamental elements of note reading, notation, and basic musical elements that will feed the rest of the course	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How does music notation relate to the notes on the keyboard?</li><li>• How does understanding the contour of the music help us in reading music notation?</li><li>• How do ledger lines relate from the Bass to Treble clef and to the Grand Staff?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that: <ul style="list-style-type: none"><li>• The notes on the keyboard relate to the Grand Staff</li><li>• Treble and Bass Clefs are related by a thirds</li><li>• The note reading is a concept that helps abstract thinking</li></ul>	
<b>Alignment to NJSLs</b>	
<b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.</li><li>• 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li><li>• 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</li></ul>	
<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and</li></ul>	

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tempo.

- 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

## **Key Concepts and Skills**

Students will be able to:

- Identify musical contour
- Identify pitch names, pitch class, and the relation to the keyboard
- Identify music notes on the staff in bass and treble clef
- Compare and contrast pitch class

## **Learning Activities**

- Students can play note naming games online with teacher assistance using resources listed below. [www.musictheory.net](http://www.musictheory.net)
- Students can use kinesthetic learning to locate the notes on a life size staff on the floor
- Students can practice note naming through mnemonic devices (Every, Good, Boy, Does, Fine; Great, Big, Dogs, Fight, Animals; etc...)
- Practice worksheets, listening exercises, and examples in the textbook (The Musician's Guide to Fundamentals, Second Edition by Jane Piper Clendinning, Elizabeth West Marvin and Joel Phillips: Chapter 1; pages 1 – 26)
- Students will give oral presentation explaining the how to find the notes on the staff and how they correspond to the precise pitch class on the keyboard.
- Students will take turns teaching the material to the class to show a deeper understanding.

## **Assessments**

Summative:

- Musical notation quizzes/tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Class discussion
- Self-assessment
- Rubrics

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### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP6. Demonstrate creativity and innovation  
CRP11. Use technology to enhance productivity.

### **21st Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Oral presentations:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use MusicTheory.net in order to extend learning and apply skills to new content.

- **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
<b>Music Theory: Accidentals, half steps and whole steps</b>	
This concept will introduce accidentals, half steps and whole steps and their correlation to the keyboard and to a musical score.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• What is the function of a sharp?</li><li>• What is the function of a flat?</li><li>• What is the function of a natural?</li><li>• What is the function of a double sharp?</li><li>• What is the function of a double flat?</li><li>• How does writing accidentals on the staff differ from writing accidentals off of the staff?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that: <ul style="list-style-type: none"><li>• Sharps and flats are accidentals that alter the sound of the written pitch</li><li>• Writing accidentals differs from reading them in a score</li><li>• Half steps are different from whole steps</li></ul>	
<b>Alignment to NJSLs</b>	
<b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.</li><li>• 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li><li>• 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</li></ul>	
<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual	

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art.

- 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

## **Key Concepts and Skills**

Students will be able to:

- Identify the function of sharps, flats, naturals, double sharps/flats and identify them in a musical score
- Write pitches with accidentals and identify them in a musical score
- Identify the difference between a half step and a whole step through aural, visual, playing, and written skills.

## **Learning Activities**

- Listening to different examples from the text (The Musician's Guide to Fundamentals, Second Edition by Jane Piper Clendinning, Elizabeth West Marvin and Joel Phillips: Chapter 2: pages 27 – 46)
- Teacher will play or sing different half steps and whole steps and show what half steps and whole steps look like on the keyboard.
- Students will practice playing, writing, reading and hearing different examples
- Students can use the resources listed below [www.musictheory.net](http://www.musictheory.net) and [www.opus.net](http://www.opus.net) for independent practice and games with intervals
- Students will give oral presentation explaining how to find the notes on the staff and how they correspond to the precise pitch class on the keyboard.
- Students will take turns teaching the material to the class to show a deeper understanding.

## **Assessments**

Summative:

- Sharp/Flat/Accidental Identification Quizzes/Tests

Formative:

- Performance Quizzes
- Class participation

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Alternative:

- Class discussion
- Self-assessment rubrics

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation  
CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining how to find the notes on the staff and how they correspond to the precise pitch class on the keyboard:

LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.  
**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
<b>Music Theory: Simple Meter - Duple, Triple, and Quadruple</b>	
Students will learn how to differentiate between duple, triple, and quadruple meters while also understanding rhythmic notation.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• What is the difference between duple, triple, and quadruple meters?</li><li>• How can you tell what meter a piece is in?</li><li>• How do conducting patterns help a musician in an ensemble?</li><li>• How do conducting patterns help assist in clapping, counting, performing rhythms?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that: <ul style="list-style-type: none"><li>• Duple, triple, and quadruple meters differ.</li><li>• Meter is affected by tempo markings.</li><li>• Conducting patterns differ with meter</li><li>• There are specific ways to count rhythms in simple meter</li><li>• Rhythms values change depending on the meter</li></ul>	
<b>Alignment to NJSL</b>	
<b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.</li><li>• 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li><li>• 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</li></ul>	

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**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

### **Key Concepts and Skills**

Students will be able to:

- Understand beat, beat division, and simple meters
- Count rhythms while conducting in simple meter
- Recognize meters through aural and visual skills

### **Learning Activities**

- Listening to different examples from the text and use conducting to discover the meter in each piece.
- Teacher will demonstrate different beat patterns and explain how to find the meter
- Students will demonstrate understanding through practicing, playing, writing, reading and hearing different examples of meter
- Students can use the resources listed below [www.musictheory.net](http://www.musictheory.net) and [www.opus.net](http://www.opus.net) for independent practice and games with meter
- Students will give oral presentation explaining the how analyze simple meter
- Students will take turns teaching the material to the class to show a deeper understanding.

### **Assessments**

Summative:

- Assessment of students' ability to count in various meters

Formative:

- Classwork/Homework
- Class participation

Alternative:

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- Observation of class discussion
- Student-teacher conferences
- Rhythm counting/dictation games

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP6. Demonstrate creativity and innovation  
CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining the how analyze simple meter;  
Students will take turns teaching the material to the class to show a deeper understanding:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.  
**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
<b>Music Theory: Beat Subdivisions and Syncopation</b>	
Students will focus on beat subdivision and syncopation through aural, visual, kinesthetic, and written skills.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How do ties and slurs differ?</li><li>• What is syncopation and how does it affect the feel of a song?</li><li>• Why do triplets feel like syncopation, but function differently?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that: <ul style="list-style-type: none"><li>• Beat is subdivided differently according to the meter</li><li>• Ties and slurs look the same but function differently within the score</li><li>• Triplets alter the function in a quarter note</li></ul>	
<b>Alignment to NJSLs</b>	
<b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.</li><li>• 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li><li>• 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</li></ul>	
<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual	

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art.

- 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

## **Key Concepts and Skills**

Students will be able to:

- Notate and perform different subdivisions
- Notate and perform syncopation
- Notate and perform triplets and understand rhythmic variations

## **Learning Activities**

- Practice different rhythmic exercises through clapping, notating, and analyzing
- Using the “O Paso” technique to teach rhythms through kinesthetic mastery
- Listen to music with different syncopated examples while students notate what they hear
- Students will give oral presentation explaining the concept of syncopation.
- Students will take turns teaching the material to the class to show a deeper understanding.

## **Assessments**

Summative:

- Playing Tests

Formative:

- Performance Quizzes
- Class participation
- Class discussion

Alternative:

- Self-assessment rubrics
- Peer-instruction and review activities

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### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation  
CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining the concept of syncopation;  
Students will take turns teaching the material to the class to show a deeper understanding:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.  
**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	1 Week
<b>Topic</b>	
<b>Music Theory: Compound and Other Meters</b>	
The Compound and Other Meters Unit will cover compound duple, triple and quadruple meters. Students will experience these meters through listening, writing, and performance.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How is compound grouped differently from simple meter?</li><li>• How have you experienced compound meters in your everyday life?</li><li>• When would changing meter be used in a musical score?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that: <ul style="list-style-type: none"><li>• Duple, triple, and quadruple time signatures in simple meter differ in compound meter</li><li>• There are different meter signatures in compound meter</li><li>• Subdivisions within compound meter differ from simple meter</li><li>• Syncopation within compound meter differ from simple meter</li></ul>	
<b>Alignment to NJSL</b>	
<b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.</li><li>• 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li><li>• 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to</li></ul>	

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musical literacy.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

## **Key Concepts and Skills**

Students will be able to:

- Identify how compound meters differ and function differently from simple meter
- Perform, analyze and compose beat subdivision in compound meter
- Perform, analyze, and compose changing and asymmetric meters
- Perform and recognize conducting patterns in compound meter.

## **Learning Activities**

- Practice different rhythmic exercises
- Using movement to teach rhythms through kinesthetic mastery
- Listen to music with different syncopated examples
- Students can use the resources listed below [www.musictheory.net](http://www.musictheory.net) and [www.opus.net](http://www.opus.net) for independent practice and games
- Students will give oral presentation explaining the concept of compound meter.
- Students will take turns teaching the material to the class to show a deeper understanding.

## **Assessments**

Summative:

- Rhythmic Dictations

Formative:

- Class participation

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- Class performance

Alternative:

- Observation of class discussion
- Student-teacher conferences

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

### **21st Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining the concept of compound meter;

Students will take turns teaching the material to the class to show a deeper understanding:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
<b>Music Theory: Major Scales and Keys</b>	
Students will learn how to identify major scales and keys through aural, visual and written skills	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How does understanding the construct of a major scale help us in composing our own melodies?</li><li>• How do scale degrees help us sight-sing?</li><li>• How do key signatures help us sight-sing?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that: <ul style="list-style-type: none"><li>• There is a formula to building a major scale</li><li>• How to identify and construct major key signatures</li><li>• Notes of a scale are called scale degrees</li></ul>	
<b>Alignment to NJSLs</b>	
<p><b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"><li>• 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.</li><li>• 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li><li>• 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</li></ul> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"><li>• 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li><li>• 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements</li></ul>	

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## **SPARTAN MISSION:**

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of music, and basic compositional concepts.

- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

## **Key Concepts and Skills**

Students will be able to:

- Construct/recognize a major scale through aural, visual and written skills
- Construct/recognize a chromatic and whole tone scales
- Construct/recognize major keys

## **Learning Activities**

- Students will practice playing singing, writing, and listening to chromatic, whole-tone, and major scales
- Students will practice playing and constructing major key signatures and identifying them in different vocal and instrumental scores
- Students will discover the short cuts of using the “Circle of Fifths” to assist them in discovering major keys
- Students will give oral presentation explaining the concept of finding major keys in both flat and sharp keys
- Students will take turns teaching the material to the class to show a deeper understanding.

## **Assessments**

Summative:

- Playing Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Observation of Class discussion
- Self-assessment rubrics

## **Career Education**

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CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining the concept of finding major keys in both flat and sharp keys;  
Students will take turns teaching the material to the class to show a deeper understanding:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.  
**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

<b>Time Frame</b>	<b>1 Week</b>
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### **Topic**

#### **Music Theory: Intervals**

Students will learn intervals and their function in major keys.

#### **Essential Questions**

- What are some ways to help us further understand/memorize the sounds of different intervals?
- Why is learning interval quality important?
- How can you apply the knowledge you have acquired thus far to the study of learning an instrument or even another subject area?

#### **Enduring Understandings**

Students will understand that:

- Intervals help with performance, sight-singing and sight reading

#### **Alignment to NJSLs**

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.
- 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
- 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

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### **Key Concepts and Skills**

Students will be able to:

- Identify/construct intervals and interval qualities through aural, visual, playing, and written skills
- Identify/construct intervals using interval inversions to assist them
- Identify/construct augmented and diminished intervals through aural, visual, playing, and written skills
- Discern consonance and dissonance through aural, visual, playing, and written skills

### **Learning Activities**

- Students will practice playing, singing, writing, and listening to intervals scales
- Students will practice playing and constructing intervals
- Students will search for intervals in songs they listen to on the radio and present his/her findings to the class
- Students will give oral presentation explaining the concept of intervals and how the knowledge of intervals helps in sight-reading music.
- Students will take turns teaching the material to the class to show a deeper understanding.

### **Assessments**

Summative:

- Intervalic Dictations

Formative:

- Aural Quizzes
- Class participation

Alternative:

- Student-teacher Conferences
- Observation of class discussion

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

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### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining the concept of major key internals;

Students will take turns teaching the material to the class to show a deeper understanding:

- L.A.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	<b>Music Theory: Triads and Dominant Chords</b>

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Students will develop a deeper understanding of music in this unit. They will learn how to analyze and understand the functions of triad in a major and minor key and understand the importance/function of a Dominant seventh chord.

### **Essential Questions**

- How is the discovery of triads important to our understanding as musicians?
- How can we relate the concert of inversions to language arts and math?

### **Enduring Understandings**

Students will understand that:

- A major triad is built with a major third and a minor third
- Inversions are different ways to write the same triad
- Dominant seventh chords are major triads with a minor seventh.

### **Alignment to NJSLs**

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.
- 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
- 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

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### **Key Concepts and Skills**

Students will be able to:

- Identify major triads in root and inverted forms aurally and written
- Play major triads in root and inverted forms
- Identify dominant seventh chords in root and inverted forms aurally and written
- Play dominant seventh chords in root and inverted forms

### **Learning Activities**

- Analyzing vocal and instrumental scores to find triads and dominant seventh chords
- Practice triad writing and inversions writing
- Students will compose chord progressions to demonstrate his/her understanding chords in root and inversions through aural, visual, and written skills
- Students will give oral presentation explaining the concept of major triads and inversions.
- Students will take turns teaching the material to the class to show a deeper understanding.

### **Assessments**

Summative:

- Aural and written chord identification assessments
- Playing Tests

Formative:

- Performance Quizzes
- Class participation

Alternative:

- Observation of class discussion
- Self-assessment rubrics

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

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9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining the concept of major triads and inversions;

Students will take turns teaching the material to the class to show a deeper understanding:

- L.A.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use **MusicTheory.net** in order to extend learning and apply skills to new content.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.



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<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
<b>Music Theory: Melody Harmonization and Cadences</b>	
Students will understand how to harmonize a simple major melody and understand the chords that are most commonly used. Students will also explore cadences and how they are relevant in a musical score.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• Why is learning chord structures important?</li><li>• How do you know which chord to choose when harmonizing a melody?</li><li>• How do you know which melodic embellishments are appropriate?</li></ul>	
<b>Enduring Understandings</b>	
Students will understand that: <ul style="list-style-type: none"><li>• Three triads (I – IV – V) are often encountered in a major and minor key</li><li>• Each chord functions differently within a melody</li></ul>	
<b>Alignment to NJSL</b>	
<b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.1.2.B.1 Ear training and listening skills are prerequisites for musical literacy.</li><li>• 1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li><li>• 1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</li></ul>	
<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. <ul style="list-style-type: none"><li>• 1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li><li>• 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements</li></ul>	

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of music, and basic compositional concepts.

- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.

## **Key Concepts and Skills**

Students will be able to:

- Harmonize a major melody with the basic phrase model
- Analyze different cadence types
- Harmonize a melody in a minor key

## **Learning Activities**

- Analyzing vocal and instrumental scores looking for cadences and different melodic structures
- Compose and harmonize simple minor and major melodies
- Perform different cadences on the piano
- Perform simple major and minor melodies with simple harmony in both hands with an alternating melody
- Students will give oral presentation explaining the concept of cadences.
- Students will take turns teaching the material to the class to show a deeper understanding.
- Digital portfolio update

## **Assessments**

Summative:

- Composition Performance
- Minor Key Harmony composition
- Google sites portfolio update

Formative:

- Written critique/analysis
- Portfolio update reflection discussion

Alternative:

- Observation of class discussion
- Student-Teacher conferences

Benchmark:

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- Written critique assessment; Performance assessment

### **Career Education**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP6. Demonstrate creativity and innovation  
CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR- PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  
9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Interdisciplinary Connections**

Students will give oral presentation explaining the concept of cadences;  
Students will take turns teaching the material to the class to show a deeper understanding:

- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Technology Integration**

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

- **TECH.8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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### **Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)**

#### ***At-Risk Students:***

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

#### ***ELL:***

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### ***Supports for Students With IEPs:***

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

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- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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