



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.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Music, Grades 6-8

Department: Visual and Performing Art

Board Approval	Supervisor	Notes
August 2009	Victor Milano	Born Date
August 2018	Valerie Sorce	Name Change/Revisions
March 2019	Valerie Sorce	Review

Home of the Spartans!
#spartanlegacy





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.

Pacing Guide

Week	Marking Period 1
1	Musical elements: Melody
2	Musical elements: Melody
3	Musical elements: Rhythm
4	Musical elements: Rhythm
5	Musical elements: Timbre
6	Musical elements: Timbre
7	Creating: Form
8	Creating: Form
9	Musical Elements: Harmony
10	Musical Elements: Harmony
Week	Marking Period 2
11	Musical Elements: Expression
12	Musical Elements: Expression
13	Creating: Movement
14	Creating: Movement
15	Creating: Improvising
16	Creating: Improvising
17	Creating: Composing
18	Creating: Composing
19	Aesthetic Response: Music History, Society Culture, and other art forms

Home of the Spartans!
#spartanlegacy



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.

20	Aesthetic Response: Music History, Society Culture, and other art forms
----	---

Core Instructional & Supplemental Materials including various levels of Texts

Online resources, www.musictheory.net, solfege/sight singing workbooks, teacher-curated materials, music, teacher created materials, various DVDs, CDs, and multimedia to support curriculum.

Time Frame	2 weeks
------------	---------

Topic

Musical Elements: Melody

Essential Questions

- How do we create interesting and memorable melodies?
- How does applying music rules help add variety and interest to melodies?
- How does singing or playing instruments enrich our lives and the lives of others

Enduring Understandings

- Singing and playing an instrument provide people with the means of learning musical and developmental skills.
- Music making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- Melodies vary in many ways through step, skip, and intervallic movement
- Melodies vary

Alignment to Standards

- New Jersey Student Learning Standards:
- 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.1 Identify the elements of music in response to aural prompts and printed music

Home of the Spartans!
#spartanlegacy



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.

- notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.1.8.B.1 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.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 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.
 - 1.3.5.B.1 Complex scores may include compound meters and the grand staff.
 - 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
 - 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
 - 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.

Learning Activities & Key Concepts and Skills

- Students will learn melodies through solfege and audiation both by rote and sight-singing
- Students will sing and play melodies on a variety of instruments by rote and through reading music
- Students will compose simple melodies and perform them for each other
- Melodic dictations in stick/solfege notation and staff notation
- Identifying notation systems, structure and tonality by sight-singing or playing.
- Acquisition of content specific **vocabulary**: Audiation, Melody, Contrasting, Ascending, Descending, oblique, Intervals, Harmony, Polyphonic, Monophonic, Homophonic, unison, sight-reading

Assessments

Formative:

- Discussion
- Quizzes
- Written response explanation

Home of the Spartans!
#spartanlegacy



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.

- Exit/entrance tickets
- Critique
- Self reflection

Summative:

- Performance

Benchmark:

- Objective test

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Home of the Spartans!
#spartanlegacy



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.

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame	2 weeks
Topic	
Musical Elements: Rhythm	
Essential Questions	
<ul style="list-style-type: none">● How does the structure of a musical piece create its order and clarity?	

Home of the Spartans!

#spartanlegacy



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.

- How does rhythm add to the interest of a musical piece?
- How do music rhythms relate to math?

Enduring Understandings

- Rhythms create interest and variety to a piece of music
- Time signatures allow for further order and clarity to a piece of music
- Tempo markings create the speed of a piece
- All musical terms in Western Culture are written in German and Italian

Alignment to Standards

New Jersey Student Learning Standards: Visual and Performing Arts

- 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.1 Identify the elements of music in response to aural prompts and printed music notational systems.
 - 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
 - 1.1.8.B.1 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.
 - 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 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.
 - 1.3.5.B.1 Complex scores may include compound meters and the grand staff.
 - 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
 - 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
 - 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.

Learning Activities & Key Concepts and Skills

Home of the Spartans!
#spartanlegacy



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.

- Students will perform various rhythms by rote and through note reading
- Students will compose various rhythms by rote and through note reading
- Rhythmic dictations
- Compound meter, rhythms and asymmetrical meters.
- Acquisition of content specific vocabulary

Assessments

Formative:

- small quartets or duets for individuals/sectionals
- Daily Warm-ups and conducting practices
- Performance based on rubric
- Rhythmic dictations

Summative:

- Performance test

Benchmark:

-

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when

Home of the Spartans!
#spartanlegacy



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.

learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

3.NF.A.1 Students will understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

3.NF.A.2 Students will understand a fraction as a number on the number line; represent fractions on a number line diagram.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in

Home of the Spartans!

#spartanlegacy



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.

order to encourage students to reflect of their learning and expand on their knowledge.

- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame	2 weeks, ongoing
Topic	
Musical Elements: Timbre	
Essential Questions	
<ul style="list-style-type: none">● How does the timbre of an instrument or performer allow us to identify specific instruments?● How does timbre affect the quality of an instrument or performer?	
Enduring Understandings	
<ul style="list-style-type: none">● Timbre allows us to identify specific instruments and even performers● Timbre makes each instrument unique and special● Timbre can be affected and influenced by quality of instrument, playing/performing technique● Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.● The interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach and personal experience.	
Alignment to Standards	
<u>New Jersey Student Learning Standards: Visual and Performing Arts</u> <ul style="list-style-type: none">● 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.<ul style="list-style-type: none">○ 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.○ 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.○ 1.1.8.B.1 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	

Home of the Spartans!

#spartanlegacy



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.

- reading and interpreting written scores.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Learning Activities & Key Concepts and Skills

- Students study and listen to different performances to identify the different qualities of instruments and performers
- Students critique performers based on the quality of performers' timbre
- Students identify instruments and performers based on timbre quality
- Utilize individual instrumental and unconventional vocal timbre.
- Acquisition of content specific vocabulary

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:

- Performance

Benchmark:

-

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

Home of the Spartans!
#spartanlegacy



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.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress

Home of the Spartans!

#spartanlegacy



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.

indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame	2 Weets
Topic	
Creating: Form	
Essential Questions	
<ul style="list-style-type: none">● How does understanding the form of a piece deepen our understanding or appreciation of a piece of music?● How do understanding different elements of music impact our understanding of form and structure of a piece?	
Enduring Understandings	
<ul style="list-style-type: none">● Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.● The interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach and personal experience.● Form can be identified through the structure or patterns in a piece of music.	
Alignment to Standards	
<u>New Jersey Student Learning Standards: Visual and Performing Arts</u> <ul style="list-style-type: none">● 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.	

Home of the Spartans!
#spartanlegacy



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.

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.1.8.B.1 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.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 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.
 - 1.3.5.B.1 Complex scores may include compound meters and the grand staff.
 - 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
 - 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
 - 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.
 - 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
 - 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
 - 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Learning Activities & Key Concepts and Skills

- Students listen to and analyze new and familiar pieces to determine form
- Students compose pieces to demonstrate knowledge of form
- Students improvise demonstrating knowledge of form
- Application of basic form knowledge within music score.
- Acquisition of content specific vocabulary

Assessments

Home of the Spartans!
#spartanlegacy



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.

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:

- Performance

Benchmark:

-

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Home of the Spartans!
#spartanlegacy



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.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame

2 weeks

Topic

Home of the Spartans!
#spartanlegacy



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.

Musical Elements: Harmony

Essential Questions

- How could the use of harmony add to the quality of a piece of music?
- How could the use of dissonance or consonance add to the tension or resolution of a piece of music?
- How do you know which chords best fit with which melodic elements or lines?

Enduring Understandings

- Harmony and melody are multifaceted
- Harmony can create dissonance and consonance
- Certain melodies are best harmonized by certain chords

Alignment to Standards

New Jersey Student Learning Standards: Visual and Performing Arts

- 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.1 Identify the elements of music in response to aural prompts and printed music notational systems.
 - 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
 - 1.1.8.B.1 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.
 - 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 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.
 - 1.3.5.B.1 Complex scores may include compound meters and the grand staff.
 - 1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

Home of the Spartans!
#spartanlegacy



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.

- 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.
 - 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
 - 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

Learning Activities & Key Concepts and Skills

- Sight-sing short examples or melodies in class
- Sight-sing passages within the repertoire
- Sight-read short examples or melodies in class
- Sight-read passages within the repertoire
- Students sight-sing other choir members voice parts, challenging themselves to read on different clefs
- Ear training exercises
- Melodic dictation
- Rhythmic dictation
- Figured Bass dictation
- Application of basic harmony knowledge within composition I, IV, V chords and progressions.
- Acquisition of content specific vocabulary

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Group check-in and practice
- Sight-singing as a class
- Writing solfege in music
- Sight Singing quizzes
- Recorded assessments

Summative:

- Sight-singing test

Home of the Spartans!
#spartanlegacy



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.

Benchmark:

-

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

Home of the Spartans!
#spartanlegacy



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.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame	2 weeks
Topic	
Musical Elements: Expression	
Essential Questions	
<ul style="list-style-type: none">● Why is learning music important?● How would you describe the performance?● Is there anything that you would change if you were the conductor?● How did other audience members behave?	
Enduring Understandings	

Home of the Spartans!
#spartanlegacy



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.

- Listening to and describing musical performances are important skills that contribute to the learning and development of a young musician

Alignment to Standards

New Jersey Student Learning Standards: Visual and Performing Arts

- 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.
 - 1.1.8.B.1 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.
 - 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 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.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
 - 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
 - 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.4 Aesthetic Responses & Critique Methodologies: 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.
 - 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
 - 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
 - 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

Learning Activities & Key Concepts and Skills

- Requirement of live concert performance and attendance and describe and explain expression in performance
- Class performances and recitals with peer critique
- Watch videos and teacher demonstration of expression

Home of the Spartans!
#spartanlegacy



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.

- Analysis of emotions created in music through expressive elements: dynamics, mood, tempo, and mode.
- Acquisition of content specific vocabulary

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:

- Performance

Benchmark:

-

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when

Home of the Spartans!
#spartanlegacy



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.

learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Home of the Spartans!

#spartanlegacy



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.

Time Frame	2 weeks
Topic	
Creating: Movement	
Essential Questions	
<ul style="list-style-type: none">● How is music influenced by society, history and culture?● How is music related to other art forms?● How is music influenced by other art forms?● How does music speak through language barriers?● How does the study of music help to deepen understandings of past and present cultures?● How does music influence movement?● How does movement influence music?	
Enduring Understandings	
<ul style="list-style-type: none">● Music is influenced by society, history and culture● Music is influenced by other art forms● Music speaks through language barriers● The history of the world is told through music.● Dance and music have worked hand and hand throughout history● By being able to identify historical, social and cultural influences related to music students will have a better and more complete understanding of humankind past, present and future and of music as a form of human expression.	
Alignment to Standards	
<p><u>New Jersey Student Learning Standards: Visual and Performing Arts</u></p> <ul style="list-style-type: none">● 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.<ul style="list-style-type: none">○ 1.1.8.B.1 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.○ 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.● 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.	

Home of the Spartans!

#spartanlegacy



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.

- 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
- 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
- 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.

Learning Activities & Key Concepts and Skills

- 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
- Move in response to music, to reinforce musical elements.
- Explore choreography to music in different cultures.

Assessments

Formative:

- Entrance/Exit tickets
- Class discussion
- Listening quizzes
- Written response
- Self assessment
- Critique

Summative:

- Performance

Benchmark:

-

Alternative:

- Portfolio

Career Education

Home of the Spartans!
#spartanlegacy



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.

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

Home of the Spartans!
#spartanlegacy



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.

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame	2 weeks
Topic	
Creating: Improvising	
Essential Questions	
<ul style="list-style-type: none">● How is sound organized to make music?● How does the structure of a musical piece create its order and clarity?● How is melody created?● How do we discern between good harmony and bad harmony?● Does the timbre of an instrument affect the performance quality of the harmony or melody?	
Enduring Understandings	
<ul style="list-style-type: none">● Music is organized sound.● Structure creates order and clarity in music.● The main idea of most musical compositions is expressed through the melody.● Layering two or more simultaneous sounds creates harmony.● Layering the proper intervals of two or more simultaneous sounds creates pleasing harmony: consonance● Producing a series of sounds of repeated or varied duration creates rhythm.	

Home of the Spartans!
#spartanlegacy



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.

- Timbre adds color and variety to sound.
- Good tone quality is created through correct technique.

Alignment to Standards

New Jersey Student Learning Standards: Visual and Performing Arts

- 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.
 - 1.1.8.B.1 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.
 - 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 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.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
 - 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
 - 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.4 Aesthetic Responses & Critique Methodologies: 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.
 - 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
 - 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
 - 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

Learning Activities & Key Concepts and Skills

- Using Orff instruments, ukuleles, and any other instruments in the class students will sing or play simple improvised melodies within a pentatonic scale, major scale pattern and minor scale pattern
- Using Orff instruments, ukuleles, and any other instruments in the class students will

Home of the Spartans!
#spartanlegacy



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.

accompany classmates with simple I - IV - V patterns or ostinatos while classmates improvise melodies

- Using Orff instruments, ukuleles, and any other instruments in the class students will create ostinati for classmates to improvise above
- Melodic and rhythmic improvisation on various instruments over a 12-bar progression.
- Acquisition of content specific vocabulary

Assessments

Formative:

- Performances on instruments and with singing voice
- Live improvised compositions
- Performance quizzes
- Class discussion
- Entrance/Exit tickets
- Written response
- Self assessment
- Critique

Summative:

- Performance test

Benchmark:

-

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations

Home of the Spartans!
#spartanlegacy



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.

various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

Home of the Spartans!

#spartanlegacy



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.

- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame	2 weeks
Topic	
Creating: Composing	
Essential Questions	
<ul style="list-style-type: none"> ● How is sound organized to make music? ● How does the structure of a musical piece create its order and clarity? ● How is melody created? ● How do we discern between good harmony and bad harmony? ● Does the timbre of an instrument affect the performance quality of the harmony or melody? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Music is organized sound. ● Structure creates order and clarity in music. ● The main idea of most musical compositions is expressed through the melody. ● Layering two or more simultaneous sounds creates harmony. ● Layering the proper intervals of two or more simultaneous sounds creates pleasing harmony: consonance ● Producing a series of sounds of repeated or varied duration creates rhythm. ● Timbre adds color and variety to sound. ● Good tone quality is created through correct technique. 	
Alignment to Standards	
<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 1.1.8.B.1 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 	

Home of the Spartans!
#spartanlegacy



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.

- reading and interpreting written scores.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 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.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
 - 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
 - 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.
- 1.4 Aesthetic Responses & Critique Methodologies: 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.
 - 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
 - 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
 - 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

Learning Activities & Key Concepts and Skills

- Students will compose melodies and accompaniments within the guidelines and constraints demonstrated and laid out by the teacher.
- Students will perform own compositions on instruments and through singing on solfege
- Students will perform peer compositions on instruments and through singing on solfege
- Compose a song driven by a given text, incorporating technology as available for notation or sound production. Incorporate production and notation software when available for composition.
- Students will compose melodies within a pentatonic scale, major scale pattern and minor scale pattern.
- Students will compose simple accompaniments using I - IV - V patterns or ostinatos.
- Students will compose for a variety of instruments

Assessments

Home of the Spartans!
#spartanlegacy



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.

Formative:

- Entrance/Exit tickets
- Class discussion
- Performance quizzes
- Live improvised compositions
- Written response
- Self assessment
- Critique

Summative:

Benchmark:

- Objective test
- Performance test

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Home of the Spartans!
#spartanlegacy



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.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Time Frame

2 weeks

Home of the Spartans!
#spartanlegacy



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.

Topic

Creating: Music History, Society, Culture, and other Art Forms

Essential Questions

- How is music influenced by society, history and culture?
- How is music related to other art forms?
- How is music influenced by other art forms?
- How does music speak through language barriers?
- How does the study of music help to deepen understandings of past and present cultures?
- How has technology changed and influenced the nature of the arts?
- How does the study of music prepare students for creating culture of the present and future?
- How do people express themselves through music?
- What does our music tell about us?
- What can music tell us about society?
- How does music affect history?
- How does history affect music?

Enduring Understandings

- Music is influenced by society, history and culture
- Music is influenced by other art forms
- Music speaks through language barriers
- The history of the world is told through music.
- By being able to identify historical, social and cultural influences related to music students will have a better and more complete understanding of humankind past, present and future and of music as a form of human expression.

Alignment to Standards

New Jersey Student Learning Standards: Visual and Performing Arts

- 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.
 - 1.1.8.B.1 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.
 - 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and

Home of the Spartans!
#spartanlegacy



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.

influence of the arts throughout history and across cultures.

- 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 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.
 - 1.2.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, 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.
 - 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
 - 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
 - 1.3.12.B.2 The ability to read and interpret music impacts musical fluency.

Learning Activities & Key Concepts and Skills

- 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. 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.

Assessments

Formative:

- Entrance/Exit tickets
- Socratic discussion
- Quizzes
- Written response
- Reflections

Summative:

Home of the Spartans!
#spartanlegacy



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.

- Presentation

Benchmark:

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others'

Home of the Spartans!
#spartanlegacy



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.

ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

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

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

Home of the Spartans!
#spartanlegacy



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.

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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

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
- 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

Home of the Spartans!
#spartanlegacy