

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**Pond Road Middle School Music Department**

**6th Grade General Music**

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## **Course Philosophy**

Music is something present in all cultures throughout the world and can be found stretching to antiquity and beyond. Plato said that, “music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination...” As such, the general music curriculum for Pond Road Middle School is designed to allow students to explore the phenomenon of music while also developing a critical understanding of their musical preferences. Utilizing the new national standards students will learn to *perform, respond, create, and connect* to a wide variety of different music from a variety of cultural and historical backgrounds. This course of musical study is developed around the three concepts. First that music is fundamental to all cultures and that all people relate to music uniquely.. Second, that students can broaden their worldview through a refined and sensitive understanding of different cultural approaches to music. Lastly, that having a deeper understanding of social-emotional learning competencies will provide students with a critical connection to the phenomenon of music.

## **Course Description**

The 6th grade general music curriculum is a course of general study related to music. Specifically students will have the opportunity to:

- Connect and Respond to the impact, affect, and purpose of music
- Connect and Respond to the folk and traditional musics of a variety of cultures
- Create soundscape music reflecting acoustic ecology
- Perform with handchimes
- Connect and Respond to Music of Cinematic Soundtracks

### Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● Resources curated by teacher as appropriate</li></ul>	<ul style="list-style-type: none"><li>● In Tune Monthly</li></ul>

## Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Example 1:** Students will be able to Identify personal, social, cultural triggers that produce both a positive and negative emotional response while listening to music.

**Example 2:** Students will learn to identify their personal strengths and utilize them in creating and performing / presenting musical pieces

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Example 1:** Students will learn to identify different types of music that may help them in effectively managing their emotions and working toward achieving their goals.

**Example 2:** Students will have the opportunity to create music which as an avocation has been found to be beneficial in relieving stress and managing emotional turmoil.

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Example 1:** Students will learn about music of culture other than their own, allowing them to gain a better understanding of cultural differences.

**Example 2:** Students will listen to their peers musical compositions and performances during which they will need to be respectful and critical listeners.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Example 1:** Students will learn to look for and understand that different types music will have different meanings, influencing others around them and how they interact with the people around them.

**Example 2:** Students will have the opportunity to collaborate in the creation of music encouraging the practice of communication skills to effectively get their ideas across regarding a creative endeavour.

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Example 1:** Students will need to utilize critical thinking skills in the creation of musical works.

**Example 2:** Students will need to utilize decision making skills as they evaluate and respond to musical works that are discussed in class.

## Integration of 21st Century Themes and Skills

### Educational Technology

#### Standards: (8.1.12.D.1 & 8.1.12.F.1)

- **8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology** Students will discuss and demonstrate use of copyright, fair use, and/or Creative Commons as it applies to music.
  - Example: Students will discuss the reasons they cannot directly copy another artist's work
- **8.1.12.F.1 Plan and manage activities to develop a solution or complete a project** Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
  - Example: Students can use both analog musical practices and digital musical practices to solve a problem and compare and contrast the differences between the two ways of creating music.

## Career Ready Practices

### Standards: (CRP1. CRP4. CRP6.)

**CRP1.** Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

**CRP6.** Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**Example:** Students will be required to design and create their own musical works to be performed in class. Students will have choices regarding the sounds and timbre that they wish to create.

**CRP4.** Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** Students will regularly be expected to respond to musical prompts in class requiring clear communication regarding the impact that the music had on the student and why the music impacted the student.



## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, “We are currently preparing students for jobs that don’t yet exist . . . using technologies that haven’t been invented . . . in order to solve problems we don’t even know are problems yet.” Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**7th Grade General Music**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u> )	Alternative Assessments (projects, etc. <b>when appropriate</b> )
Connect and Respond to the impact, affect, and purpose of music	<p>Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.</p> <p>Engagement in the arts provides opportunity to develop mutual respect for differing viewpoints (personal, cultural, societal and historical).</p> <p>Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged.</p> <p>Openness and mutual respect for differing viewpoints impact one's perception, analysis or interpretation of artistic works.</p>	5 - 7 Classes	Survey  Journal  Class Discussion	Survey  Journal  Class Discussion  Presentation	Test/exam  Capstone Project	

Connect and  Respond to  the folk and  traditional  musics of a  variety of  cultures	<p><b>Perceiving and Analyzing Music</b> Students will demonstrate and explain, citing evidence, how responses to music are informed by historical, social, and and cultural context</p> <p><b>Interpreting Intent and Meaning</b> Students will evaluate musical works and performances in a variety of contexts, including the elements of music.</p> <p><b>Applying Critical Frameworks for Evaluation</b> Students will use evidence to present interpretations of examples of European “Classical” Music and explain how the application of the elements of music - within specific cultures and historical period - convey expressive intent. Students will furthermore connect this interpretation through a present critical framework of their own lives and present culture/history.</p>	9 Classes	<p>Survey</p> <p>Journal</p> <p>Class Discussion</p>	<p>Project</p> <p>Class Discussion</p>	Project	
Create soundscape music reflecting acoustic ecology	<p><b>Generating and conceptualizing ideas</b> Students will learn to generate musical ideas using found sounds and active listening.</p> <p><b>Organizing and developing ideas</b> Students will learn how to create, store and organize musical ideas using the technology provided.</p> <p><b>Refining and completing products</b> Students will generate one or more compositions using the technology provided.</p>	12 Classes	<p>Survey</p> <p>Journal</p> <p>Class Discussion</p>	<p>Project</p> <p>Class Discussion</p>	Project	
Perform with handchimes	<p><b>Students will Select, Analyze and Interpret work for a performance in class.</b> Students will be able to explain their selection process in designing a handchime performance.</p> <p><b>Students will develop their technique for providing an electronic music performance.</b> Students will need to address technical skills necessary for performing on the handchimes.</p> <p><b>Students will convey meaning through their music.</b></p>	9 - 12 Classes	<p>Survey</p> <p>Journal</p> <p>Class Discussion</p>	<p>Project</p> <p>Class Discussion</p>	Project	

	Students will need to have a handchime performance prepared to present within the confines of the class.					
Connect and Respond to Music of Cinematic Soundtracks	<p><b>Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</b></p> <p><b>Apply appropriate personally developed criteria to evaluate musical works or performances.</b></p>	9 Classes				

**Unit #: 1 Connect and Respond to the impact, affect, and purpose of music**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• : Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> <li>• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• <b>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</b></li> <li>• <b>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information</b></li> </ul>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p>Students will need to be capable of accepting varying cultural perspectives on art, and popular culture. Additionally students will need to be capable of determining what personal, and cultural influences may determine how people utilize the creative process to produce art.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.8. Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<p>Students will identify influences in music and how music influences a person by examining music associated with a variety of activities including sports, studying, and meditation.</p> <p>Students will identify the type of music they listen to and examine the relationship between their activities and the music they listen to.</p>	<p>Classroom discussion</p> <p>Journaling</p> <p>Power</p>	<p>In Tune Monthly</p> <p>Youtube</p> <p>Newslea</p>	<p>Discussion</p> <p>Quiz</p> <p>Journaling</p>
1.3A.8. Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Students will look for and discuss the intersections of various types of music and how it appears in other activities that they may participate in.	<p>Classroom discussion</p> <p>Journaling</p>	<p>In Tune Monthly</p> <p>Youtube</p> <p>Newslea</p>	<p>Discussion</p> <p>Quiz</p> <p>Journaling</p>

1.3A.8. Re7	<p>Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist or live performance).</p> <p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	<p>Students will present music associated with various activities and will analyze the music based upon their current understanding of musical elements.</p> <p>Students will make comparisons between various types of music in order to arrive at an understanding of why they may be associated and used in different activities.</p>	<p>Classroom discussion</p> <p>Journaling</p>	<p>In Tune Monthly</p> <p>Youtube</p> <p>Newslea</p>	<p>Discussion</p> <p>Quiz</p> <p>Journaling</p>
1.3A.8. Re8	<p>Apply appropriate personally developed criteria to evaluate musical works or performances.</p>	<p>Students will be able to discuss their impressions of various musics based upon a structured frame of reference.</p>	<p>Classroom discussion</p> <p>Journaling</p>	<p>In Tune Monthly</p> <p>Youtube</p> <p>Newslea</p>	<p>Discussion</p> <p>Quiz</p> <p>Journaling</p>
1.3A.8. Re9	<p>Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures, and historical periods convey expressive intent.</p>	<p>Students will learn how to offer critical input and reaction to music regardless of the nature of the music.</p>	<p>Classroom discussion</p> <p>Journaling</p>	<p>In Tune Monthly</p> <p>Youtube</p> <p>Newslea</p>	<p>Discussion</p> <p>Quiz</p> <p>Journaling</p>

**Unit 2: Connect and Respond to the folk and traditional musics of a variety of cultures**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Individuals' understanding of Folk Music is influenced by experience. Response to this music is informed by both context and structure.</li> <li>• The personal evaluation of musical works and performance is informed by analysis, interpretation, and established criteria.</li> <li>• Music can be experienced and understood through a variety of “lenses” including historical, social, critical, and personal.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the context of music inform a response?</li> <li>• How does understanding the structure of music inform a response?</li> <li>• How might we judge the quality of musical work or performance?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>6.1.8.HistoryCC.3.c - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</b></p> <p><b>NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p><b>Students will enhance self-awareness and sensitivity to differences and clearly articulate them. Students will also examine a singular historical event/artifact through a variety of lenses.</b></p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.5. Re7	<p><b>Perceiving and Analyzing Music</b></p> <p>What is your experience with Folk Music?</p> <p>What might be its present purpose or function?</p>	<p>Students will listen to several pieces of folk music and reflect on their current experience and understanding of it, specifically examining their own feelings, beliefs, and biases about it.</p> <p>Students will demonstrate and explain, citing evidence, how responses to music are informed by historical, social, and cultural context.</p>	<p>Classroom Discussion</p> <p>Journaling</p> <p>Interactive Media</p>	<p>Media Examples</p> <p>Youtube</p> <p>Newsela</p>	<p>Discussion</p> <p>Journaling</p> <p>Exam</p>



	What was the historical, social, and cultural context of a specific example of Folk Music?	<p>Students will discuss, reflect, and journal on the music.</p> <p>Students will research the historical, social, and cultural context of a piece of Folk Music.</p>			
1.3A.5. Re8	<p><b>Interpreting Intent and Meaning</b></p> <p>How are these examples similar?</p> <p>What are the structural similarities among these pieces of music?</p> <p>What are some common forms, structures, and components of Folk Music?</p>	<p>Students will make comparisons of similar Folk Music examples and work to generate a framework for constituent “elements of music” within the specific genre. Additional elements may be provided by the teacher.</p> <p>Students will evaluate musical works and performances in a variety of contexts, including the elements of music.</p>	<p>Classroom Discussion</p> <p>Media Examples</p> <p>Youtube</p> <p>Newsela</p>	<p>Media Examples</p> <p>Youtube</p> <p>Newsela</p>	<p>Discussion</p> <p>Journaling</p> <p>Exam</p>
1.3A.8. Re9	<p><b>Applying Critical Frameworks for Evaluation</b></p> <p>What did the composer/creator/performer of this work wish to convey?</p> <p>How did their intention align with the historical and social context?</p> <p>How does this music resonate with our present lives/history/culture?</p> <p>How might we further interpret or understand a piece of Folk Music through a critical framework?</p>	<p>Students will use evidence to present interpretations of examples of Folk Music and explain how the application of the elements of music - within specific cultures and historical period - convey expressive intent. Students will furthermore connect this interpretation through a present critical framework of their own lives and present culture/history.</p> <p>Students will select a specific folk music composer, folk music collection, or region of folk music, and generate a slides presentation that provides evidence of their broadening understanding of it’s context, history, and structure. Students will also make connections to their “present history” of their topic and connect it to a critical framework of their selection.</p>	<p>Classroom Discussion</p> <p>Media Examples</p> <p>Youtube</p> <p>Newsela</p>	<p>Media Examples</p> <p>Youtube</p> <p>Newsela</p> <p>Google Slides</p>	<p>Discussion</p> <p>Journaling</p> <p>Presentation.</p>

## Robbinsville Public Schools

### Unit #: 3 Create soundscape music reflecting acoustic ecology

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul>
<b>Interdisciplinary Connections</b> <ul style="list-style-type: none"> <li>• <b>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</b></li> <li>• <b>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</b></li> </ul>	
<b>Career/Real World Connections</b> <p>Students will need to be capable of analyzing their own work and contributions to group creative efforts and then work to communicate the needs of the group project and working to develop toward a final group goal.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.8. Cr1	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).	<p>Students will create a piece of soundscape music through the use of “found sounds” in their environments.</p> <p>Students will present their compositions to the class.</p> <p>Audience members will complete a teacher generated rubric assessing the music..</p> <p>Students will have to defend their musical choices.</p>	<p>Classroom discussion</p> <p>Journaling</p> <p>Interactive demonstrations</p> <p>Powerpoint</p>	Devices, Chromebooks, Phones	<p>Final Product</p> <p>Assessment sheets</p>

# Robbinsville Public Schools

## Unit #: 4 Perform with handchimes

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>Musicians judge performance based on criteria that vary across time, place, and cultures.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do performers select repertoire?</li> <li>How do musicians improve the quality of their performance?</li> <li>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ul>
<b>Interdisciplinary Connections</b> <ul style="list-style-type: none"> <li><b>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</b></li> <li><b>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</b></li> </ul>	
<b>Career/Real World Connections</b> Students will need to be capable of analyzing their own work and contributions to group creative efforts and then work to communicate the needs of the group project and working to develop toward a final group goal.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.8. Pr4	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.  b. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	Students will perform handchime compositions to the class.  Audience members will complete a teacher generated rubric assessing the performance  Students will have to defend their musical choices through performance.	Classroom discussion  Journaling  Interactive demonstrations  Powerpoint	Handchimes	Final Product  Presentation / Performance  Assessment sheets

	<p>d. Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>e. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).</p>				
1.3A.8. Pr5	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.	<p>Students will present their performances to the class.</p> <p>Audience members will complete a teacher generated rubric assessing the performances</p> <p>Students will have to defend their musical choices.</p>	<p>Classroom discussion</p> <p>Journaling</p> <p>Interactive demonstrations</p> <p>Powerpoint</p>	Handchimes	<p>Final Product</p> <p>Presentation / Performance</p> <p>Assessment sheets</p>

Unit #: 5 Connect and Respond to Music of Cinematic Soundtracks

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music</li> <li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria</li> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>• 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</li> <li>• 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information</li> </ul>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p>Students will learn about and discuss the use of music in broader media applications both in the high art realm as well as in pop culture.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.8. Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Students will examine a variety of well known cinematic music to gain an understanding of their purpose and the market that they are geared toward	Classroom discussion  Journaling  Interactive demonstrations  Powerpoint	You Tube  Newslea  Internet / reputable news and artistic sources	Discussion  Quiz  Journaling
1.3A.8. Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Students will examine recordings of cinematic music to understand the impact on pop culture and how they intersect with other forms of art / media.	Classroom discussion  Journaling  Interactive demonstrations  Powerpoint	You Tube  Newslea  Internet / reputable news and artistic sources	Discussion  Quiz  Journaling

1.3A.8. Re7	<p>Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist or live performance).</p> <p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	Students will examine the emotional range of film scores to gain a better understanding of how programming is developed and the context in which it is performed.	<p>Classroom discussion</p> <p>Journaling</p> <p>Interactive demonstrations</p> <p>Powerpoint</p>	<p>You Tube</p> <p>Newslea</p> <p>Internet / reputable news and artistic sources</p>	<p>Discussion</p> <p>Quiz</p> <p>Journaling</p>
1.3A.8. Re9	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures, and historical periods convey expressive intent.	Students will provide input and response regarding how film scores are composed and performed based upon cinematic material present, and the purported purpose of the movie.	<p>Classroom discussion</p> <p>Journaling</p> <p>Interactive demonstrations</p> <p>Powerpoint</p>	<p>You Tube</p> <p>Newslea</p> <p>Internet / reputable news and artistic sources</p>	<p>Discussion</p> <p>Quiz</p> <p>Journaling</p>

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> <li>• Leveled texts</li> <li>• Chunking texts</li> <li>• Choice board</li> <li>• Socratic Seminar</li> <li>• Tiered Instruction</li> <li>• Small group instruction</li> <li>• Guided Reading</li> <li>• Sentence starters/frames</li> <li>• Writing scaffolds</li> <li>• Tangible items/pictures</li> <li>• Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, reword directions</li> <li>• Brain breaks and movement breaks</li> <li>• Brief and concrete directions</li> <li>• Checklists for tasks</li> <li>• Graphic organizers</li> <li>• Assistive technology (spell check, voice to type)</li> <li>• Study guides</li> <li>• Tiered learning stations</li> <li>• Tiered questioning</li> <li>• Data-driven student partnerships</li> <li>• Extra time</li> </ul>

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).



- Using supplementary materials in addition to the normal range of resources.

### English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

### Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>