

6th Grade General Music

Unit Title: Rhythm and Melody

Stage 1: Desired Results

Standards & Indicators:

2020 New Jersey Student Learning Standards - Visual and Performing Arts

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Anchor Standard 2: Organizing and developing ideas.

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

Anchor Standard 3: Refining and completing products.

- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

NJSLS Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Central Idea/Enduring Understanding:

Essential/Guiding Question:

- What is the beat in music?

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<ul style="list-style-type: none"> • Music is embedded in the celebrations and storytelling of all cultures. • Historical periods can be defined by musical style and genre. • Music has structure. • Music can be performed at any time using various methods to create sound. • The elements of music are combined in unlimited and various ways to create meaning and emotion. • Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics). • Technology impacts the creation and performance of music. 	<ul style="list-style-type: none"> • How do different meters and time signatures change the sound and performance of music? • Why is it important to understand the elements of music? • Why is it important to understand the elements of music? • Why is it important to have a system for recording music? • How are musical symbols derived and what are their functions? • How does technology assist in the writing and recording of music?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Rhythm • Rhythmic Notes • Beat • Metronome • Sequence • Midi • Pitch • Pitched Notes • High and Low • Hertz • 4/4 time signature • Diatonic • Chromatic • Harmony • Tempo 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Analyze and define what a time signature is and its purpose. • Define the mathematical components of Whole, Half, Quarter, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Triplet notes and Corresponding Rests. • Define, label and perform patterns including Whole, Half, Quarter, Eighth, and Sixteenth Notes and Rests. • Accurately perform rhythmic patterns. • Accurately read and perform melodic patterns. • Demonstrate the 2/4, 3/4, 4/4, and 6/8 meters through the use of strong beat. • Notate simple rhythms from dictated examples. • Properly perform dynamic and tempo changes within musical examples • Pronounce, label and define Dynamic and Tempo markings.
<p><u>Interdisciplinary Connections:</u></p> <p>Computer Science and Design Thinking: 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p>English Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Comprehensive Health and Physical Education 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p>	
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Formative Assessment • Rhythmic Accuracy • Performance 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Class-Work Review • Teacher Observation • Group & Cooperative Work

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<ul style="list-style-type: none"> • Self-Assessment • Pitch Awareness • Participation • End-of-Marking Period Assessment 	<ul style="list-style-type: none"> • Instrument Performance • Digital Music Performance
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> • Participation in class discussions and meter identification exercises. • Accuracy of note and rhythm identification on written examples. • Accuracy of written rhythmic dictation exercises. • Accuracy of Digital Music creation. • Teacher evaluation of in-class performances. • Self-evaluation of in-class performances. 	<u>Resources:</u> <ul style="list-style-type: none"> • Music books • Music Recordings • Optional Drums, or other unpitched instruments • Websites: Chrome Music Lab; Edu.BandLab.com <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload <p>Any student requiring further accommodations and/or modifications will have them individually listed in</p>

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	<ul style="list-style-type: none"> Guided Practice 	<ul style="list-style-type: none"> Highlighting key points Chunking Rhythm Games Word Banks 	<p>their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Introduction to Active Listening

Stage 1: Desired Results

Standards & Indicators:

2020 New Jersey Student Learning Standards - Visual and Performing Arts

Anchor Standard 7: Perceiving and analyzing products.

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

Anchor Standard 8: Applying criteria to evaluate products.

- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting intent and meaning.

- 1.3A.8.Re9a: 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.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of

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interest.

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Central Idea/Enduring Understanding:

- There are many different genres and styles of music, each with its own norms and characteristics.
- Certain musical groups (chorus, band, orchestra, rock band) have become standardized and can be identified by careful listening.
- Composers and performers try to make a connection to the listener through music and we as listeners can get a deeper appreciation of the music we hear by being sensitive to this connection.
- Each musical instrument has its own characteristic sound, and a composer makes choices to use each instrument in a specific way.

Essential/Guiding Question:

- Why does a composer write music?
- Why do people perform music?
- What are the differences between chorus, orchestra, band and other ensembles?
- What factors influence a composer to select specific instruments or voices when writing music?
- How can I describe a piece of music using proper vocabulary?

Content:

- Beat
- Rhythm
- Ensemble
- Vocal
- Instrument Families
- Timbre
- Equalizer
- Effects
- Pan
- Reverb
- AutoTune

Skills(Objectives):

- Characterize instruments into families and describe their characteristics.
- Describe music at a basic level using appropriate vocabulary.
- Differentiate between common types of instrumental and vocal ensembles.
- Aurally distinguish between various instruments and ensembles.
- Aurally distinguish between various types of digital enhancements to music and sound.

Interdisciplinary Connections:

English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Mathematics

6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by

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reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.

Science

MS-PS1-2.Analyze and interpret data to determine similarities and differences in findings.

World Language

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Participation in class discussions and meter identification exercises.
- Accuracy of note and rhythm identification on written examples.
- Accuracy of written rhythmic dictation exercises.
- Accuracy of Digital Music creation.
- Teacher evaluation of in-class performances.
- Self-evaluation of in-class performances.

Resources:

- Music books
- Music Recordings
- Optional Drums, or other unpitched instruments
- Websites: Chrome Music Lab; Edu.BandLab.com

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Guided Practice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Rhythm Games • Word Banks 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Style/Genre/History

Stage 1: Desired Results

Standards & Indicators:

2020 New Jersey Student Learning Standards - Visual and Performing Arts

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 6: Conveying meaning through art.

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- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

Anchor Standard 7: Perceiving and analyzing products.

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 9: Interpreting intent and meaning.

- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

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Central Idea/Enduring Understanding:

- Music is embedded in the celebrations and storytelling of all cultures.
- Historical periods can be defined by musical style and genre.
- Music has structure.
- Music can be performed at any time using various methods to create sound.

Essential/Guiding Question:

- Can music define a culture?
- How is music used as a form of communication?
- Can music bring about societal change?
- How does society's view of a composer change the way they write their music?
- What does it mean to 'swing' in music?

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<ul style="list-style-type: none"> • The elements of music are combined in unlimited and various ways to create meaning and emotion. • Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics). • Technology impacts the creation and performance of music. 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Beat • Rhythm • Ensemble • Vocal • Instrument Families • Timbre • Equalizer • Effects • Pan • Reverb • AutoTune 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Listen to songs from varying cultures and time periods. • Discuss the meaning of song lyrics in the context of the time period it was written. • Analyze music in major and minor modes. • Participate in class discussions about cultural elements present in musical examples. • Determine the time signature in popular music examples. • Analyze how lyrics have changed throughout time. • Discuss and perform American folk music and dances. • Compare and contrast musical examples from different time periods. • Identify how technology has impacted the creation and performance of music.
<p><u>Interdisciplinary Connections:</u></p> <p>English Language Arts NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>Mathematics 6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.</p> <p>Science MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.</p> <p>World Language 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Formative Assessment • Performance 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Class-Work Review • Teacher Observation

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<ul style="list-style-type: none"> • Self-Assessment • Pitch Awareness • Participation • End-of-Marking Period Assessment 	<ul style="list-style-type: none"> • Group & Cooperative Work • Performance
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> • Participation in class discussions and meter identification exercises. • Accuracy of note and rhythm identification on written examples. • Accuracy of written rhythmic dictation exercises. • Accuracy of Digital Music creation. • Teacher evaluation of in-class performances. • Self-evaluation of in-class performances. 	<u>Resources:</u> <ul style="list-style-type: none"> • Music books • Music Recordings • Optional Drums, or other unpitched instruments • Websites: Chrome Music Lab; Edu.BandLab.com <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload

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	<ul style="list-style-type: none">• Student Choice• Guided Practice	<ul style="list-style-type: none">• Highlighting key points• Chunking• Rhythm Games• Word Banks	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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6th Grade General Music

Pacing Guide

Course Sections	Resource	Standards
Rhythm and Melody	Websites; Media; Text Books	2020 NJSLs – Visual and Performing Arts
6 Class Sessions	<ul style="list-style-type: none"> • BandLab.Edu.com • Musiclab.chromeexperiment.com • Kjos Excellence in Theory • Alfred's Essentials of Music Theory • Littlekidsrock.org 	1.3A.8.Cr1a 1.3B.12prof.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3B.12prof.Cr2b 1.3A.8.Cr3b 1.3B.12prof.Cr3b 1.3A.8.Pr4b 1.3A.8.Pr4c
Introduction to Active Listening		
6 Class Sessions	<ul style="list-style-type: none"> • BandLab.Edu.com • Musiclab.chromeexperiment.com • Kjos Excellence in Theory • Alfred's Essentials of Music Theory • YouTube.com 	1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3C.12prof.Re7a 1.3C.12prof.Re7b 1.3A.8.Re8a 1.3A.8.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a
Style/Genre/History		
10 Class Sessions	<ul style="list-style-type: none"> • BandLab.Edu.com • Musiclab.chromeexperiment.com • YouTube.com • TeachRock.org 	1.3A.8.Pr4b 1.3A.8.P4d 1.3A.8.Pr4e 1.3B.12prof.Pr6a 1.3B.12prof.Pr6b 1.3B.12prof.Pr6a 1.3B.12prof.Pr6b 1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3E.12prof.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a