

Music (Grades 5-8)

Link Community Charter School

UNITS (4/4 SELECTED)

- Unit 1: Grade 5
- Unit 2: Grade 6
- Unit 3: Grade 7
- Unit 4: Grade 8

SUGGESTED DURATION

40 lessons

40 lessons

40 lessons

40 lessons

Unit 1: Grade 5

Music (Grades 5-8) - Last Updated on October 10, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Music
1.3A.8.Cr1a:
Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2b:
Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Pr4a:
Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4b:
Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4d:
Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e:
Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
1.3A.8.Pr5a:
Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
1.3A.8.Pr6a:
Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Re7a:

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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.Pr6b:

Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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.

1.3A.8.Re8a:

Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Cn10a:

Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

1.3A.8.Cn11a:

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

Unit 1: Grade 5

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DESIRED RESULTS

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Unit 1: Music can be understood visually using a unique system of notes. • Unit 2: Various external factors can influence the way a singer's performance sounds. • Unit 3: Individuals have various personal preferences for the music they listen to. • Unit 4: Music around the world developed differently over time, based on individual culture's traditions, instruments, and unique history. • Unit 5: Performing composed music on wind instruments, like recorders, require a combination of sight reading, vocal technique, and performance skills. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • Unit 1: How are notes used to organize music visually? • Unit 2: How does the way I stand, sit, and breathe affect vocal performance? • Unit 3: Why do people enjoy different kinds of music? What makes music "good?" • Unit 4: How does musical preference and genre vary by culture? What caused music to develop differently across the world throughout history? • Unit 5: How can I combine my skills in sight reading, posture, breathing, and performance to perform composed works on the recorder? • How do performances sound and feel different when performed independently, in pairs or small groups, and in large groups?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Unit 1: Solfège is a method used to teach aural skills, pitch and sight-reading in music. Composed works can be divided into a variety of notes to describe a rhythm, beat length, and the sound of the music itself. • Unit 2: A singer's posture, breathing, and performance skills can all effect the outcome 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Unit 1: Read and perform quarter, half, eighth, and dotted half notes • Identify and differentiate various notes and rests in sheet music • Unit 2: Sing with proper breath support • Sit and stand with proper posture while singing

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Acquisition

<p>of a vocal performance.</p> <ul style="list-style-type: none">• Unit 3: Music can be categorized into various genres, and critiqued based on the performer's skill level, live performance, creation of tone or mood, and other factors.• Unit 4: Music is made up of a variety of genres which reflect the various world traditions, cultures, and customs.• Unit 5: Performing composed music on wind instruments, like recorders, require a combination of sight reading, vocal technique, and performance skills.	<ul style="list-style-type: none">• Use proper posture, breath support, and emotion while singing• Unit 3: Identify present genres in various compositions• Compare and contrast elements of musical genres• Use proper vocabulary to describe a variety of music, and respect of other musicians• Unit 4: Determine the impact of history, culture, and tradition on musical performances in various genres• Discuss music with correct terms• Unit 5: Sit and hold the recorder properly in both playing and rest positions• Make a smooth sound on the recorder• Perform the notes and rhythms of Yellow, Red, Purple, and Green Belt with proper breathing, posture, and tone• Perform notes with attention to dynamic and form• All: Perform composed music individually, in small groups, and as a class• Provide and implement constructive feedback• Rehearse prepared music in small groups• Demonstrate proper audience behavior during in-class performances
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Composition, Performance, and Presentations Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Unit 1: Music Literacy

- Lesson One: How is music organized?
 - Content: Duration of quarter notes; counting; keeping steady rhythm; solfege (3 notes)
 - Suggested Materials: Smart Music
- Lesson Two: How do we keep a steady beat?
 - Content: Keeping steady rhythm; solfege (5 notes); duration of half notes
 - Suggested Materials: Smart Music
- Lesson Three: How can beats be divided?
 - Content: Keeping steady rhythm; duration of eighth notes; solfege (5 notes)
 - Suggested Materials: Smart Music
- Lesson Four: How does the performer choose a tempo, and how does the ensemble keep it?
 - Content: Counting off a group; duration of dotted half notes; solfege (all notes)
 - Suggested Materials: Smart Music
- Lesson Five: How can I read music at sight?
 - Content: Counting off a group; solfege from sight; Read and perform notes 1 octave in C; read and perform quarter, half, whole, and eighth notes
 - Suggested Materials: Smart Music

Unit 2: Vocal

- Lesson One: What is the best way to stand or sit while singing?
 - Content: How to stand or sit while singing; Sit and stand with proper posture while singing
 - Suggested Materials: Spotify
- Lesson Two: How does my breathing affect my singing?
 - Content: How to breathe properly; Sing with proper breath support
 - Suggested Materials: Spotify
- Lesson Three: How can I sing like a performer?
 - Content: How performers behave while singing; Use proper posture, breath support, and emotion while singing
 - Suggested Materials: Spotify

Unit 3: Critique

- Lesson One: What kinds of music do we experience? How do we categorize it?
 - Content: How to identify the present genres
 - Suggested Materials: Spotify
- Lesson Two: What are the best words to use to talk about music?

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- Content: Proper and respectful vocabulary for describing music
- Suggested Materials: Spotify
- Lesson Three: Why do you like the music that you like?
 - Content: Aspects of a thorough critique
 - Suggested Materials: Spotify
- Lesson Four: How do we know if a music or a performance is "good"?
 - Content: Use proper vocabulary to describe a variety of music, and respect of other musicians
 - Suggested Materials: Spotify; YouTube
- Lesson Five: How does performance affect our opinion of music?
 - Content: Use proper vocabulary to describe a variety of music, and respect of other musicians
 - Suggested Materials: Spotify; YouTube

Unit 4: World Music

- Lesson One:
 - Topic: Intro to the Music of Africa
 - Content: How have different cultures used music historically? What are the unique elements that stand out about this music?
 - Suggested Materials: Online resources/ text
- Lesson Two:
 - Topic: Cuba
 - Content: Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary
 - Suggested Materials: Online resources/ text
- Lesson Three:
 - Topic: Puerto Rico
 - Content: Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary
 - Suggested Materials: Online resources/ text
- Lesson Four:
 - Topic: Cuba
 - Content: Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary
 - Suggested Materials: Online resources/ text
- Lesson Five:
 - Topic: Europe
 - Content: Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary
 - Suggested Materials: Online resources/ text

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- Lesson Six:
 - Topic: Traditional American
 - Content: Typical instruments; types of music in this culture; how music is used in this culture; specific vocabulary
 - Suggested Materials: Online resources/ text

Unit 5: Recorder Karate

- Lesson One: How do you hold a recorder and create proper tone?
 - Topic: Intro to Recorder
 - Content: Why posture matters; how to identify good/bad posture and good/bad tone; Notes B, A, G
 - Skills: Sit and hold the recorder properly in both playing and rest positions; make a smooth sound
 - Suggested Materials: Recorder
- Lesson Two: What is a time signature? What is different about playing together and playing alone?
 - Topic: Yellow Belt
 - Content: The Time Signature, tempo marking, form and breathing of Yellow Belt
 - Skills: Perform the notes and rhythms of Yellow Belt with proper breathing, posture, and tone
 - Suggested Materials: Recorder; Katiextraxler.com
- Lesson Three: What is an eighth note? How do lyrics help you to learn melodies?
 - Topic: Red Belt
 - Content: Duration and counting of eighth notes; new notes as needed
 - Skills: Perform the notes and rhythms of Red Belt with proper breathing, posture, and tone; Sing the notes and rhythms of Red Belt
 - Suggested Materials: Recorder; Katiextraxler.com
- Lesson Four: What are dynamics, and how do they add to the music?
 - Topic: Purple Belt
 - Content: New notes as needed; how to read and change dynamic levels while maintaining a good sound
 - Skills: Perform the notes and rhythms of Purple Belt with attention to dynamics and form.
 - Suggested Materials: Recorder; Katiextraxler.com
- Lesson Five: What are tempo markings? How does tempo affect the piece?
 - Topic: Green Belt
 - Content: The Time Signature, tempo marking, form, dynamic marking and breathing of Green Belt
 - Perform the notes and rhythms of Purple Belt with attention to dynamics and form
 - Suggested Materials: Recorder; Katiextraxler.com
- Lesson Six: What goal do you think is attainable for your final performance piece? What is proper behavior for a concert?
 - Topic: Solo Performance Skills
 - Content: How to set and achieve a goal; how to participate as an audience member during a concert
 - Skills: Student will make progress to reach their final goal of the belt they selected and perform to their

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- peers; demonstrate proper behavior while others are playing
- Suggested Materials: Recorder; Katietraxler.com
- Lesson Seven: How do I behave as an audience member, and prepare as a performer?
 - Topic: Final Performances
 - Content: How to set and achieve a goal; how to behave during a concert
 - Skills: Student will make progress to reach their final goal of the belt they selected and perform to their peers; demonstrate proper behavior while others are playing
 - Suggested Materials: Recorder; Katietraxler.com

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 2: Grade 6

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Music
1.3A.8.Cr1a:
Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2a:
Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr3a:
Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr2b:
Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.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.
1.3A.8.Pr4a:
Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4d:
Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e:
Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
1.3A.8.Pr5a:

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Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Pr6a:

Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b:

Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

1.3A.8.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.

1.3A.8.Re8a:

Apply appropriate personally developed criteria to evaluate musical works or performances.

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.

1.3A.8.Cn10a:

Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

1.3A.8.Cn11a:

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts,

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and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

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DESIRED RESULTS

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand...</p> <ul style="list-style-type: none"> • Unit 1: Musical Foundations of Notation, Sight Singing, and Form are key elements of music learning. • Unit 2: Musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria; Enunciation and articulation is present in a variety of spoken languages and musical genres. • Unit 3: Music can influence and inform culture, society and impacts every aspect of our lives . • Unit 4: Big Ideas Musical Elements and concepts can be practiced, performed and interpreted using the recorder. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • Essential Questions <ul style="list-style-type: none"> ◦ Unit 1:How can we visually organize music? How can we quickly read new music? How do composers use form to organize music? ◦ Unit 2: How do musicians improve the quality of their performance? ◦ Unit 3: How does music affect my life? How does music affect how I feel? How is music used in advertising? How does music affect culture and how does culture affect music? How can I appreciate new music or music that I don't like? ◦ Unit 4: How do you holds a recorder and create proper tone? What is syncopation? How can we read syncopated rhythms? In what ways can we write out songs and song forms? How are pitches arranged in music? What gives jazz its distinctive sound?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Unit 1: Notes in music consist of duration and pitches which create melodies which can be 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Unit 1: Read and perform notes (1 octave) in the key of C with proper rhythms; Read and

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Acquisition

read and performed and are organized into structural forms

- **Unit 2: How to sit/stand when singing; How to blend, project announce for best performance; How to select works for a performance; How to behave as a performer and an audience member; How to show best work; Proper posture for singing; Self assessment of performance; Choral and audience etiquette form performances.**
- **Unit 3: Music can invoke various emotional responses; Music is present in a variety of traditional media, including television and advertising.**
- **Unit 4: Posture and technique for recorder; Rhythms and syncopation applied to recorder; Key Signatures Major and Minor; Swing triplet "jazz feel."**

perform notes and rhythms correctly upon sight using solfege; Identify simple AB or ABA forms ; Create simple melodies and texts that follow AB or ABA forms or Blues forms.

- **Unit 2: Demonstrate appropriate posture, and technique for performance; Demonstrate and model best practices for choir participation and audience participation; Demonstrate and apply proper enunciation and articulation skills for vocal performance; Apply and self assess performance both individually and collectively using a teacher created rubric.**
- **Unit 3: Using musical vocabulary describe how music has had an impact on your life; Discuss and list cultural trends that have affected music and how music is influenced by music; Develop, determine and explore criteria for quality music that can be applied to music.**
- **Unit 4: Perform and play recorder using proper technique; Perform various rhythms and syncopations on both recorder and other instruments; Perform songs melodies that use various song forms; Identify play and perform in a variety of key signatures; Identify major and minor; Perform pieces on recorder with a jazz 'swing' feel**

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Composition, Performance, and Presentations Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Unit 1:

- Lesson One: Notation Bootcamp- read and perform notes (1 octave) in the key of C with proper rhythms
- Lesson Two: Sight-reading using Solfège
- Lesson Three: Identifying and creating AB form melodies
- Suggested Unit Specific Resources and Materials: Sight-Reading Worksheets; Smart Music; Spotify

Unit 2:

- Lesson One: Solfège and Posture- Sitting and standing while singing
- Lesson Two: Folk songs across languages- perform with evidence of blend and with clear words in a variety of languages
- Lesson Three: Part singing- perform in melody as a group
- Lesson Four: Programming: how to appropriately create a concert program
- Lesson Five: Performance etiquette- proper audience behavior and protocol
- Lesson Six: Group vocal performance
- Suggested Unit Specific Resources and Materials: Sight-Reading and Solfege Worksheets; Performance Rubrics

Unit 3:

- Lesson One: Music for personal use- how to describe music that affects you personally
- Lesson Two: How does music create emotional responses?
- Lesson Three: How does music impact cultures?
- Lesson Four: How does music impact advertising in traditional media?
- Lesson Five: How does music impact culture and vice versa?
- Lesson Six: What makes music good beyond personal preference?
- Suggested Unit Specific Resources and Materials: Solfege Worksheets; Performance Rubrics; Listening Journal; Journaling Rubric

Unit 4:

- Lesson One: Review/ Intro to recorder, posture while playing notes A, B, G
- Lesson Two: How to read syncopated rhythms
- Lesson Three: Types of form notation
- Lesson Four: Dotted quarter/ eighth, multiple tied notes
- Lesson Five: Dotted eighth/ sixteenth, multiple barred eighth notes
- Lesson Six: How to identify key signature
- Lesson Seven: Swing style- what swing style sounds like
- Lesson Eight: Performance


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- Suggested Unit Specific Resources and Materials: Performance Rubrics

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 3: Grade 7

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STANDARDS ADDRESSED

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1.3A.8.Cr1a:

Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

1.3A.8.Cr2a:

Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b:

Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

1.3A.8.Cr3a:

Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b:

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

1.3A.8.Pr4a:

Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b:

Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.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).

Unit 3: Grade 7

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1.3A.8.Pr4d:
Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr5a:
Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
1.3A.8.Pr6a:
Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b:
Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
1.3A.8.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.Re8a:
Apply appropriate personally developed criteria to evaluate musical works or performances.
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.
1.3A.8.Re7c:
Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Cn11a:
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts,

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and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

1.3A.8.Cn10a:

Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

Unit 3: Grade 7

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DESIRED RESULTS

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Unit 1: Musicians use listening skills and musical vocabulary to analyze and describe as well as play and perform with appropriate physical form and technique.• Unit 2: Big Ideas Music can reflect a variety of styles and genres across cultures around the world.• Unit 3: Music can reflect historical events societal political movements and serve as a catalyst for change.• Unit 4: Musical elements like meter, dynamic notation, rhythm phrase and tempo are components that communicate a written piece of music.• Unit 5: Musical performers communicate musical ideas demonstrate stage presence and etiquette while performing for audiences.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• Unit 1: How do we develop a musical vocabulary? Why are proper form technique and posture important in music? What do you think is the most important part of being a musician? Describe using musical terms the qualities do you hear in this musical selection.• Unit 2: What can you learn from listening to music? What does music tell us about instruments and the people who make the music? How does music make you feel?• Unit 3: What are five political issues that deeply concern you? How has music been used to represent and create change in political and social justice movements? What lyrics can you write that represent your feelings on a social justice challenge? How and when did jazz music come about? What are the musical elements of jazz?• Unit 4: What is meter and how is music performed in various meters? What is tempo and dynamic in music? How do we know how to play a given piece of music? How does music notation communicate rhythm?• Unit 5: How do you present yourself professionally on stage? How do you play a musical phrase

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Unit 1: Musical Elements and Vocabulary, Posture and Technique, Rhythm.• Unit 2: Musical vocabulary, Various musical instruments, musical families, musical genres, styles, music of various and diverse cultures.• Unit 3: Musical genres, political and social justice topics, various songs and performances and their political/ social justice commentary throughout history.• Unit 4: Musical elements like meter, dynamic notation, rhythm phrase and tempo.• Unit 5: How to count and perform meter. How to present and perform on stage. How to read iconic and non iconic notation.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Unit 1: Demonstrate and perform at instrument with proper technique; Describe and interpret and analyze musical selection using music vocabulary and prior knowledge; Read and apply understanding of iconic notation on instrument• Unit 2: Demonstrate and perform at instrument with proper technique; Describe and interpret and analyze musical selection using music vocabulary and prior knowledge; Read and apply understanding of iconic notation on instrument, Identify musical styles, instruments, genres and instrument families.• Unit 3: Describe and reflect in the role of music in the social justice and civil rights movement; Compose lyrics that reflect feelings about social justice and civil rights Demonstrate the ability to play rhythms and sing phrases that use call and response. Describe and reflect on the conditions that created jazz.• Unit 4: Use notation to communicate rhythm in performances; Demonstrate the ability to perform music in various meters.• Unit 5: Perform and sight read written notation with accuracy .Perform and sight read written notation in different meters with accuracy

Unit 3: Grade 7

Music (Grades 5-8) - Last Updated on October 10, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Composition, Performance, and Presentations Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 3: Grade 7

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LEARNING PLAN

: Summary of Key Learning Events and Instruction:

Unit 1:

- Lesson One: Piano listening journal- Gather vocabulary and listening skills to write reflections to listening examples using grade appropriate ELA skills.
- Lesson Two: Piano posture and physical playing- Demonstrate the ability to play with correct posture, feet flat on the floor and correct hand position.
- Lesson Three: Piano listening skills- Demonstrate the ability to play with accuracy notes in middle C position with individual notes in simple melodies.
- Lesson Four: Piano listening skills- Demonstrate ability to play a simple melody in either hand accompanied by root position triads in the key of C
- Suggested Unit Specific Materials and Resources: Listening Journal, Keyboard Method Book,

Unit 2:

- Lesson One: Piano listening skills- Demonstrate the ability to recognize Major and minor tonality.
- Lesson Two: Music history and culture- Music across America (see resource #1)
- Lesson Three: Piano listening skills- Demonstrate the ability to identify the difference between melodic and harmonic parts.
- Lesson Four: Music history and culture- Describe the role of music in social justice and the civil rights movement (see resource #2)
- Suggested Unit Specific Materials and Resources: #1: <http://edsitement.neh.gov/lesson-plan/musicacross-america#sectobjectives>; #2: *Music and the Movement* Curriculum Materials; Keyboard Method Book; Listening Journal

Unit 3:

- Lesson One: Music history and Culture- How to compose lyrics that represent the students feelings on social justice (see resource #2)
- Lesson Two: Piano listening skills- Demonstrate the ability to play rhythms and pitches in call and response.
- Lesson Three: Music history and culture- What is Jazz? Describe the events in world in which jazz music was created (See resource #3)
- Lesson Four: Music history and culture- What is Jazz? Describe and demonstrate the musical elements that contributed to the creation of jazz music (See resource #3)
- Suggested Unit Specific Materials and Resources: #2: *Music and the Movement* Curriculum Materials; Keyboard Method Book; Listening Journal; #3: <http://www.jazzinamerica.org/LessonPlan/5/1>

Unit 4:

- Lesson One: Piano music reading skills- Demonstration the ability to accurately perform music in 2/4, 3/4 and 4/4

Unit 3: Grade 7

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- Lesson Two: Piano musical expression- demonstrate the ability to define and apply the following tempo and dynamic terms while playing: allegro, andante, largo, crescendo, decrescendo, p, mp, mf, and f.
- Lesson Three: Piano music reading skills- How to translate notated rhythm and demonstrate on keyboard.
- Lesson Four: Piano music reading skills- Demonstration ability to play on keyboard rhythms values of whole note, half note, quarter note, eighth note and corresponding rests.
- Suggested Unit Specific Materials: Keyboard Method Book; Listening Journal

Unit 5:

- Lesson One: Piano music reading skills- Demonstrate the ability to understand, clap, count and play easy rhythmic patterns using whole note, half note, quarter note, eighth note and corresponding rests.
- Lesson Two: Piano musical expression- How to read all the written and unwritten notation and communicate it through performance.
- Lesson Three: Piano musical expression- How to dress, sit, and perform on stage, and participate as an audience member in a professional manner.
- Lesson Four: Music history and culture- Determine how music impacts society in a multitude of ways.
- Suggested Unit Specific Materials: Keyboard Method Book; Listening Journal

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 4: Grade 8

Music (Grades 5-8) - Last Updated on October 10, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Music
1.3A.8.Cr1a:
Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2a:
Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b:
Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Cr3a:
Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b:
Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.Pr4a:
Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4c:
Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
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.Pr4d:

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Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr5a:

Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Pr4e:

Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

1.3A.8.Pr6a:

Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b:

Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

1.3A.8.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.

1.3A.8.Re8a:

Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Cn11a:

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

Unit 4: Grade 8

Music (Grades 5-8) - Last Updated on October 10, 2022

DESIRED RESULTS

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Unit 1: Musicians use listening skills and musical vocabulary, use musical structures and forms to analyze and describe as well as play and perform repertoire of increasing difficulty. • Unit 2: Knowledge of piano and/or keyboard is a fundamental element of musical learning. • Unit 3: Listening and reflection, elements of music like tempo, dynamics and meter ,music reading skills and musical expression are all key components of musical learning and performance. • Unit 4: Musical notation serves to as a means to document musical ideas so they can be played and performed by musician. • Unit 5: Solo performers prepare and play music on stage that demonstrates technical and stylistic accuracy as well as with interpretation. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • Unit 1: How do we develop vocabulary to describe our reflections on a recorded piece of American Music? What are the functions of the staff, notes, rhythms and rhythm? How do we prepare musically for a concert? • Unit 2: How do we develop our skills on the piano so we can continue to perform more challenging repertoire? How do you prepare musically for a concert? How do you know when you are ready? How do we effectively read music and demonstrate our ability on an instrument? What skills are needed to move onto more challenging music? What is the difference between melody and harmony? • Unit 3: How can you compare and contrast two different pieces of music from a recording or played by your peers? What is a meter and how is music performed in various meters? What is tempo and dynamics in music? How do we know how to play a given piece of music? • Unit 4: How does music notation communicate rhythm, How do you play a musical phrase with accuracy? • Unit 5:How do you present yourself on stage professionally?
Acquisition	
Knowledge	Skills

Unit 4: Grade 8

Music (Grades 5-8) - Last Updated on October 10, 2022

Acquisition

Students will know...

- **Unit 1: Musical Elements and Vocabulary, How to read notes on the bass and treble clef; Posture and Technique; Rhythm.**
- **Unit 2: :How to prepare for a concert; How to play piano using different hand positions; How to develop practice skills.**
- **Unit 3: How to musical vocabulary to critique and compare and contrast; How to play a variety of music in different tempos and meters.**
- **Unit 4: How to translate and play notated music on keyboard and or on given instrument. How to demonstrate and written notation with accuracy and stylistic interpretation.**
- **Unit 5: How to translate and play notated music on keyboard and or on given instrument. How to demonstrate and written notation with accuracy and stylistic interpretation.**

Students will be skilled at...

- **Unit 1: Gather vocabulary and listening skills to write reflections based on listening examples; Read and demonstrate knowledge of treble and bass clef; Demonstrate and perform at instrument with proper technique; Describe, interpret, and analyze musical selection using music vocabulary and prior knowledge; Read and apply understanding of iconic notation on instrument**
- **Unit 2: Demonstrate the ability to play piano with varying degrees of proficiency; Demonstrate appropriate hand position at piano; Demonstrate ability to play melody and triads between both hands; Identify the difference between melody and harmony.**
- **Unit 3: Compare and contrast music performed by their peers; Perform and demonstrate music in various meters; Demonstrate ability to read perform and recognize music that has changes in dynamic.**
- **Unit 4: Demonstrate and perform rhythm patterns using whole note, half notes and quarter notes; Demonstrate ability to perform musical phrases on piano.**
- **Unit 5: Demonstrate and perform rhythm patterns using whole note, half notes and quarter notes and rests; Demonstrate proper stage performance etiquette.**

Unit 4: Grade 8

Music (Grades 5-8) - Last Updated on October 10, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Composition, Performance, and Presentations Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes Student Tracking Sheets Teacher Created Rubrics Student Created Rubrics Student Self-Reflection (Verbal, Somatic, or Written)
	Other Evidence:

Unit 4: Grade 8

Music (Grades 5-8) - Last Updated on October 10, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Unit 1:

- Lesson One: Listening skills- Gather vocabulary and listening skills to write reflections to listening examples using grade appropriate ELA skills.
- Lesson Two: Piano musical notation- Clap and/or play on the keyboard, basic rhythms and notes that showcase their ability level.
- Lesson Three: Piano posture and proficiency- Demonstrate the ability to play correct posture, feet flat on the floor and correct hand position.
- Lesson Four: Piano proficiency- Demonstrate the ability to play with accuracy, notes in a variety of hand positions.
- Suggested Unit Resources and Materials: Listening Journal; Keyboard and Rhythm Worksheets; Keyboard Method Book

Unit 2:

- Lesson One: Piano proficiency- Demonstrate the skills to play pieces of music according to the level of proficiency they have gained and at the level of literature they are playing. Students will prepare 3-4 pieces of varying levels throughout the term
- Lesson Two: Piano proficiency- Demonstrate the ability to play with accuracy notes in several hand positions with individual notes and harmonies in skill appropriate level.
- Lesson Three: Piano proficiency- Demonstrate ability to play a level 2 melody in both hands accompanied by root position triads in a variety of keys based on student skill level.
- Lesson Four: Piano proficiency- Demonstrate the ability to identify the difference between melodic and harmonic parts in level 2 music.
- Suggested Unit Resources and Materials: Keyboard and Rhythm Worksheets; Keyboard Method Book

Unit 3:

- Lesson One: Music listening and reflecting- Drawing from an expanding vocabulary word bank, students will be able to compare and contrast two different pieces of music and provide feedback to their peers.
- Lesson Two: Piano music reading skills- Demonstration the ability to accurately perform music in 2/4, 3/4, 4/4 and 6/8.
- Lesson Three: Piano musical expression- Demonstrate the ability to define and apply the following tempo and dynamic terms while playing: allegro, andante, largo, crescendo, decrescendo, p, mp, mf, and f.
- Lesson Four: Piano musical expression- Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.
- Suggested Unit Resources and Materials: Keyboard and Rhythm Worksheets; Keyboard Method Book; Spotify or Smart Music

Unit 4: Grade 8

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Unit 4:

- Lesson One: Piano music reading skills- Demonstration ability to play on keyboard rhythms values of whole note, half note, quarter note, eighth note and corresponding rests at the ability level of the student in year 2 of piano proficiency.
- Lesson Two: Piano music reading skills- Demonstrate the ability to understand, clap, count and play easy rhythmic patterns using whole note, half note, quarter note, eighth note and corresponding rests.
- Lesson Three: Piano musical expression- Demonstration the skills to play a musical phrase.
- Lesson Four: Piano music reading skills- How to translate notated rhythm and demonstrate on keyboard.
- Lesson Five: Piano music reading skills- How to translate notated rhythm and demonstrate by clapping.
- Suggested Unit Resources and Materials: Keyboard and Rhythm Worksheets; Keyboard Method Book; Spotify or Smart Music

Unit 5:

- Lesson One: Piano musical expression- How to read all the written and unwritten notation and communicate it through performance.
- Lesson Two: Piano musical expression- How to dress, sit, perform on stage, and participate as an audience member in a professional manner.
- Lesson Three: Piano solo performance- How to give and receive constructive feedback for solo piano performances.
- Suggested Unit Resources and Materials: Keyboard and Rhythm Worksheets; Keyboard Method Book; Spotify or Smart Music

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf