

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown Upper Elementary School
Arts & Technology: Performing Arts*

*Chorus
Grade 6*

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[Course Description and Fundamental Concepts](#)

Course Description

The Sixth Grade Choral Program at the Moorestown Upper Elementary School is designed to develop in each student a respect for and understanding of quality choral music. The course instills an appreciation and basic understanding of music representing different composers, period, styles and cultures. The performance of this music is the goal of both the singer and director, bringing to both the artists and the audience an exciting and memorable aesthetic experience. Building upon work on the elementary level and, at the same time, preparing for middle school study, the program focuses on major musical/choral concepts enabling the young singer to develop his/her natural instrument to its fullest potential. Fundamentals of music theory will also be taught and reviewed. Including, but not limited to: rhythmic and melodic note reading, time and key signatures, intervals, sight reading and solfege. Each student will participate in one mandatory choral concert during the school year. In addition, and in conjunction with the mission of the visual and performing arts department, the Sixth Grade Choral Program presents a healthy learning environment for upper elementary school students. Classes enhance critical thinking and decision-making skills, develop feelings of maturity and self-confidence and overall help students to develop a positive attitude and self image.

Fundamental Concepts

- Vocal Production and Breath Support
- Rhythm
- Melody
- Harmony
- Expression/Interpretation in Music, Dance and Theater
- Ensemble Skills
- Critique/Reflection in Music, Dance and Theater

The vocal music topics/units listed above will be addressed at the same time throughout the school year. There is no specific amount of time that should be spent on each topic. Topics are also combined within lessons/units. The topics will be incorporated into all classroom instruction on a daily basis to foster music literacy.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Visual and Performing Arts Standards: Music Ensembles (Novice)

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Standard	Standard Description
1.3C.12nov.Cr1	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Standard	Standard Description
1.3C.12nov.Cr2	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3C.12nov.Cr3	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
	b. Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

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

Enduring Understanding: 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.

Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3C.12nov.Pr4	a. Select a varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
	b. Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
	c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: 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.

Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3C.12nov.Pr5	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response.

Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3C.12nov.Pr6	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
	b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: 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.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3C.12nov.Re7	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
	b. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
1.3C.12nov.Re8	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

Anchor Standards 9: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3C.12nov.Re9	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

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

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3C.12nov.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes:</i> <i>1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

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

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
1.3C.12nov.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Visual and Performing Arts Standards: Music Harmonizing Instruments (Novice)

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s): How do musicians generate creative ideas?

Standard	Standard Description
1.3D.12nov.Cr1	a. Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s): How do musicians make creative decisions?

Standard	Standard Description
1.3D.12nov.Cr2	a. Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3D.12nov.Cr3	a. Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
	b. Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

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

Enduring Understanding: 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.

Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3D.12nov.Pr4	a. Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
	b. Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.
	c. Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: 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.

Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3D.12nov.Pr5	a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response.

Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3D.12nov.Pr6	a. Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: 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.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard #	Standard Description
1.3A.5.Re7	a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
	b. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
1.3D.12nov.Re8	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

Anchor Standards 9: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3D.12nov.Re9	a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3D.12nov.Cn10	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
1.3D.12nov.Cn11	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Visual and Performing Arts Standards: Music Composition and Theory (Proficient)

Anchor Standard 1: Generating and conceptualizing ideas.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question(s): How do musicians generate creative ideas?

Standard	Standard Description
1.3B.12prof.Cr1	a. 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.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s): How do musicians make creative decisions?

Standard	Standard Description
1.3B.12prof.Cr2	a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
	b. 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.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3B.12prof.Cr3	a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions
	b. 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.

Enduring Understanding: 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.

Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3B.12prof.Pr4	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
	b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
	c. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Enduring Understanding: 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.
Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3D.12nov.Pr5	a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience’s response.
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3B.12prof.Pr6	a. Share live or recorded performances of works (both personal and others’) and explain how the elements of music are used to convey intent.
	b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

Anchor Standard 7: Perceiving and analyzing products.
Enduring Understanding: 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.
Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3B.12prof.Re7	a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
	b. Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as a composer, performer, and/or listener.

Anchor Standard 8: Interpreting intent and meaning.
Enduring Understanding: Through their use of elements and structures of music, creators and performers.
Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Standard	Standard Description
1.3B.12prof.Re8	a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work.

Anchor Standards 9: Applying criteria to evaluate products.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3B.12prof.Re9	a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
	b. Describe the way(s) in which critiquing others’ work and receiving feedback from others can be applied in the personal creative process.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3B.12prof.Cn10	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>

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

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
1.3B.12prof.Cn11	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes:</i> <i>1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
6, 7	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.
6, 7	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5, 6, 7	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
6, 7	NJSLSA.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.
5, 6, 7	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6, 7	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
6, 7	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

5, 6, 7	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
5, 6, 7	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6, 7	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6, 7	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Life Literacies and Key Skills ([Standard 9.4](#))

By Grade 8

Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6,7	Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p>
1,2,3,4,5,6,7	Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>

1,2,3,4,5,6,7	Critical Thinking and Problem-solving: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
7	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.	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 (e.g., W.6.8).
7	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
7	Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	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.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
7	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
7	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
1,2,3,4,5,6,7	Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

7	<p>Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p><i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i></p> <p><i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i></p>
2,3,4,5,6,7	<p>Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
5,6,7	<p>Information and Media Literacy: The mode of information can convey a message to consumers or an audience.</p>	<p><i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i></p>
1,2,3,4,5,6,7	<p>Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
7	<p>Information and Media Literacy: There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>

7	<p>Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p> <p>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p>
6, 7	<p>Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
7	<p>Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

By Grade 8

Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6,7	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>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.</p>

		<p>9.2.8.CAP.2: <i>Develop a plan that includes information about career areas of interest.</i></p> <p>9.2.8.CAP.3: <i>Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i></p> <p>9.2.8.CAP.4: <i>Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i></p>
7	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p>9.2.8.CAP.5: <i>Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</i></p>
7	Early planning can provide more options to pay for postsecondary training and employment.	<p>9.2.8.CAP.6: <i>Compare the costs of postsecondary education with the potential increase in income from a career of choice.</i></p> <p>9.2.8.CAP.7: <i>Devise a strategy to minimize costs of postsecondary education.</i></p> <p>9.2.8.CAP.8: <i>Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</i></p> <p>9.2.8.CAP.9: <i>Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</i></p>
7	There are a variety of resources available to help navigate the career planning process.	<p>9.2.8.CAP.10: <i>Evaluate how careers have evolved regionally, nationally, and globally.</i></p> <p>9.2.8.CAP.11: <i>Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</i></p> <p>9.2.8.CAP.12: <i>Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</i></p>
7	Employee benefits can influence your employment choices.	<p>9.2.8.CAP.13: <i>Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</i></p> <p>9.2.8.CAP.14: <i>Evaluate sources of income and alternative resources to accurately compare employment options.</i></p>

5, 6, 7	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
7	There are resources to help an individual create a business plan to start or expand a business.	<p>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</p>

Interdisciplinary Connections ([2020 NJSLs](#))

Visual & Performing Arts Integration ([Standard 1](#))

Unit Addressed	Artistic Process	Anchor Standard
1,2,3,4,5,6,7	Creating	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p>
1,2,3,4,5,6,7	Connecting	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
1,2,3,4,5,6,7	Performing/ Presenting/ Producing	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>
1,2,3,4,5,6,7	Responding	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p>

Pacing Guide

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>Focus: Vocal Production and Posture</p> <ul style="list-style-type: none"> Vocal Production- Posture Ensemble Skills and Etiquette <p>Posture – proper posture while sitting and standing Ensemble skills – attendance, preparation, cooperative attitude, practice</p>	<p>September (~5 days)</p>
<p>Focus: Vocal Production and Breath Support</p> <p>Tone Production- breath control, phrasing Rhythm – Time signatures (2/4, 6/8) Pitch – treble/bass clef, notes on the staff, ledger lines</p>	<p>October (~5 days)</p>
<p>Focus: Rhythm</p> <p>Whole rest, half rest, quarter rest, eighth rest</p>	<p>November (~4 days)</p>
<p>Focus: Melody</p> <p>Treble Clef- note reading and writing</p>	<p>December (~4 days)</p>
<p>Focus: Harmony</p> <p>Two-Part Canons- (SA, SSA)</p>	<p>January (~4 days)</p>
<p>Focus: Expression and Interpretation</p> <p>Music Literacy- Articulations including: Dolce, Espressivo</p>	<p>February (~4 days)</p>
<p>Focus: Ensemble Skills</p> <p>Dynamics- pp, mp, m, mf, f, ff, crescendo and diminuendo</p>	<p>March (~5 days)</p>
<p>Focus: Conducting</p> <p>Time signatures- 2/4, 3/4, 4/4 and 6/8 Ensemble skills – director response</p>	<p>April (~5 days)</p>
<p>Focus: Performance</p> <p>Music Literacy – Dynamics Ensemble skills – Balance Tempo markings- Presto, Andante, Moderato, Ritardando</p>	<p>May (~5 days)</p>
<p>Focus: Critique and Reflection</p> <p>Genres- Jazz, Swing</p>	<p>June (~4 days)</p>

Units Scope and Sequence

Units 1

Unit Name:Vocal Production and Breath Support

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.3C.12nov.Cn11

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation and Training](#)

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How does one differentiate between correct or incorrect “Singing Posture”?
- What muscles are used for vocal production?
- What process is necessary to demonstrate correct breath support?
- What are pure vowels?

Objectives

Students will be able to...

- Students will describe and demonstrate correct singing posture while sitting or standing during rehearsals/performances.
- Students will define specific vocabulary terms related to vocal production.
- Students will locate the diaphragm, larynx and vocal cords on a diagram.
- Students will demonstrate correct breath control for singing.
- Students will produce the purest vowels: oo, ah, oh and ee.
- Students will work with correct articulation of consonants with emphasis on the difference between percussive (t, k, b, d, g, p) and sustained(m, n, s, h, j, l, r, s, v) sounds

Units 2

Unit Name: Rhythm

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Career Awareness, Exploration, Preparation and Training](#)
[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Essential Questions:

- What does rhythmic notation look like?
- What processes and skills are necessary to reading rhythms?
- What language do you use to recite a rhythm?
- What is a time signature

Objectives

Students will be able to...

- Students will identify the various notes and their note values in different time signatures.
- Students will write rhythmic dictation exercises.
- Students will apply their knowledge of rhythm when singing choral repertoire.
- Students will identify and explain time signatures within the composition they are learning/reading.
- Students will read and perform rhythms using rhythm syllables: ta, ti-ti, tika-tika

Units 3

Unit Name: Melody

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Career Awareness, Exploration, Preparation and Training](#)
[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Essential Questions:

- How do you define a melody?
- What is the music alphabet and how is it used to read a melody?
- How is the staff used in creating a melody line?
- What are intervals?
- How many notes comprise a major scale?
- What are solfege syllables and how are they used when reading and singing a melody?

Objectives

Students will be able to...

- Students will identify the lines and spaces in the treble clef with note names and intervals
- Students will identify intervals on the staff using solfege
- Students will determine which voice part is singing the melody within a composition
- Students will write a four measure melody line with accurate notes and rhythms
- Students will identify and perform the major scale

Units 4

Unit Name: Harmony

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2, 1.3B.12prof.Cr3.b, 1.3C.12nov.Pr6

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation and Training](#)

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Essential Questions:

- What is the definition of harmony?
- Where are harmony lines found in a musical score?
- How does harmony work with a melody line?
- How can harmony be identified when listening to a musical composition?
- What is a canon?
- What is an ostinato?
- How do you compose an ostinato?

Objectives

Students will be able to...

- Students will define harmony
- Students will listen for and identify the harmony in a composition
- Students will create an ostinato to accompany a given melody
- Students will sing two-part canons

Units 5

Unit Name: Expression/Interpretation in Music, Dance and Theater

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.3C.12nov.Pr6a, 1.3C.12nov.Pr6b, 1.3C, 1.3C.nov.Re8a
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Career Awareness, Exploration, Preparation and Training](#)
[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Essential Questions:

- What are dynamic markings?
- How does a performer interpret a piece of music, a dance or drama?
- What are tempo markings?
- Does everyone interpret a musical composition the same way?

Objectives

Students will be able to...

- Students will define specific dynamic and tempo markings
- Students will comprehend musical concepts as they relate to text and aesthetic qualities of a musical composition, dance or drama
- Students will analyze and identify specific expression marking in a score
- Students will follow the conductor based on his/her expressive gestures relating to mood and style of the performance

Units 6

Unit Name: Ensemble Skills

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1C.12nov.Pr4.b, 1C.12nov.Pr4.c

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation and Training](#)

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Essential Questions:

- What are the different voice parts in a chorus?
- What musical skills are needed when singing in a chorus?
- Which behavioral and social characteristics are necessary to be a positive contributor in an ensemble?
- What is an appropriate stage presence when performing with an ensemble?

Objectives

Students will be able to...

- Students will hold their own part within the ensemble and blend
- Students will sing an entire selection while focusing on the conductor
- Students will sing with piano/instrumental accompaniment and a cappella
- Students will perform music of the highest quality and skill level

Units 7

Unit Name: Critique in Music, Dance and Theater

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.3C.12nov.Re9a, 1.3C.12nov.Cn10a, 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation and Training](#)

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Essential Questions:

- Which questions should be asked when critiquing a vocal performance, dance performance or dramatic performance?
- What musical vocabulary should be used when writing a reflection?
- What is the difference between positive and negative comments regarding a performance?

Objectives

Students will be able to...

- Students will use constructive language and musical terminology to evaluate performance and improve performance in the Fine and Performing Arts
- Students will critique individual and group performances both orally and written
- Students will observe other group/performers to learn good practice

Please contact the Content Supervisor for any questions.