

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

*Moorestown Upper Elementary
Arts and Technology: Performing Arts*

*Unified Performing Arts
Grade 6*

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Contents

[**Administration**](#)

[**Course Description and Fundamental Concepts**](#)

[**New Jersey Student Learning Standards**](#)

[**Pacing Guide**](#)

[**Units Scope and Sequence**](#)

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[Course Description and Fundamental Concepts](#)

Course Description

The Sixth Grade Unified Music Program is a sequential, skill based curriculum. Melody, Rhythm, Harmony and Form are all experienced and taught through a variety of teaching methods and learning styles. This type of music curriculum is ideal for the upper elementary student because it provides: the continuity that builds upon concepts and acquired skills that are taught from year to year, unit to unit; the structure of sequential delivery of instruction; and the flexibility for the educator to apply acquired knowledge of teaching methods. The primary goal of the Unified Music Program is to develop independent, literate musicians through, singing, moving and instrument playing. The curriculum provides a framework in which musical concepts and skills are developed through the study of diverse genres presented in units. The Sixth Grade curriculum focuses on Musical Form and the origins and progression of American Popular Music.

Fundamental Concepts

- Musical Form
- Musical Notation
- American Popular Music
- Music History

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

2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.3A

Music Standards by the End of Grade 8

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?

Practice: Imagine

Standard # Performance Expectations: 1.3A.8.Cr1a:	Standard Description
	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).

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?

Practices: Plan, Make

Standard # Performance Expectations: 1.3A.8.Cr2a: 1.3A.8.Cr2b:	Standard Description
	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.
	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

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?

Practices: Evaluate, Refine

Standard # Performance Expectations:	Standard Description
1.3A.8.Cr3a:	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic 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.

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?

Practices: Select, Analyze, Interpret

Standard # Performance Expectations:	Standard Description
● 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.Pr4c:	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
● 1.3A.8.P4d:	Identify and explain how cultural and historical context inform performances and result in different musical effects.
● 1.3A.8.Pr4e:	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 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?

Practices: Rehearse, Evaluate, Refine

Standard # Performance Expectations:	Standard Description
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.

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 influence audience response.

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

Practice: Present

Standard # Performance Expectations:	Standard Description
● 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.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., 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?

Practices: Select, Analyze

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

Anchor Standard 8: 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)?

Practices: Evaluate

Standard # Performance Expectations:	Standard Description
1.3A.8.Re8a:	Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting intent and meaning. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question: How do we discern the musical creators' and performers' expressive intent? Practice: Interpret

Standard # Performance Expectations:	Standard Description
1.3A.8.Re9a:	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

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

Performance Expectations:	Standard Description
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.Re7

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? Practice: Interconnection

Standard # Performance Expectations:	Standard Description
<p data-bbox="123 331 318 363">1.3A.8.Cn11a:</p> <p data-bbox="107 411 302 663">This Performance Expectation is embedded in the following Artistic Processes:</p> <p data-bbox="123 674 318 814">1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a1.3</p>	<p data-bbox="354 331 1503 401">Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p data-bbox="354 411 1503 552">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).</p>

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: 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
3, 4	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.
1, 2, 3, 4	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3, 4	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
1, 2, 3, 4	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.
1, 2, 3, 4	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.
3, 4	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
3, 4	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
3, 4	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
1, 2	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
3, 4	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3, 4	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.

3, 4	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
1, 2, 3, 4	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1, 2, 3, 4	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1, 2, 3, 4	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
3, 4	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3, 4	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
3, 4	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

By Grade 8

Unit Addressed	Core Idea	Standard / Description
1-4	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.1: <i>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.</i></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>

		<i>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<i>9.2.8.CAP.5: 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>
3	Early planning can provide more options to pay for postsecondary training and employment.	<i>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</i> <i>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</i> <i>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</i> <i>9.2.8.CAP.9: 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>
3	There are a variety of resources available to help navigate the career planning process.	<i>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</i> <i>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</i> <i>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</i>
	Employee benefits can influence your employment choices.	<i>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</i> <i>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</i>
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<i>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</i> <i>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</i>

		<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>
	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>

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

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1-4	<p>Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<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>
3, 4	<p>Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.</p>	<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>

		<i>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).</i>
3, 4	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.	<i>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.</i>
4	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.	<i>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).</i>
	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
4	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.	<i>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.</i>
	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	<i>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).</i>

1-4	<p>Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
4	<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>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p>
4	<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>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).</p> <p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</p>
	<p>Information and Media Literacy: The mode of information can convey a message to consumers or an audience.</p>	<p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
3, 4	<p>Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>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).</p> <p>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).</p>

	<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>
	<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><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>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).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>
	<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><i>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</i></p> <p><i>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).</i></p> <p><i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i></p> <p><i>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).</i></p>
	<p>Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p><i>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</i></p> <p><i>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</i></p>

Interdisciplinary Connections

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

List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4	Standard 1.1	The Creative Process: <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.</i>
1, 2, 3, 4	Standard 1.2	History of the Arts and Culture: <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>
1, 2, 3, 4	Standard 1.3	Performing/Presenting/Producing: <i>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.</i>
1, 2, 3, 4	Standard 1.4	Aesthetic Responses & Critique Methodologies: <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.</i>

Standard 8.2		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
1, 2, 3, 4	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
3, 4	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1, 2, 3, 4	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>

3, 4	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
1, 2	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Musical Form Unit- Introduction	September (~3 days)
Musical Form Unit- Melody (Ex. Theme and Variations)	October (~3 days)
Musical Form Unit- Notation (Ex. Rondo)	November (~2 days)
Musical Form Unit- Harmony (Ex. Suite)	December (~2 days)
Careers In Music	January (~2 days)
American Popular Music Unit- Musical Genres (Ex. Blues)	February (~2 days)
American Popular Music Unit- Music History (Ex. Ragtime)	March (~3 days)
American Popular Music Unit- Technology (Research Project)	April (~3 days)
American Popular Music Unit- Critique and Reflection	May (~3 days)
American Popular Music Unit- Performance (Presentations)	June (~2 days)

Units Scope and Sequence

Units 1

Unit Name: Musical Form- Theme and Variations

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

Standards

[NJSLs - 1.3A.8.Cr.1a, 1.3A.8Cr2a, 1.3A.8Cr2b, 1.3A.8.Pr4a, 1.3A.8.Pr4b, 1.3A.8.Pr4e, 1.3A.8Pr5a](#)
[1.3A.8.Cn10a, 1.3B.12prof.Cr2, 1.3B.12prof.Cr3, 1.3B.12prof.Re7b](#)

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

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

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- What listening skills are necessary for students to analyze theme and variation form?
- What processes and skills are relevant for students to read and play melodies on pitched percussion instruments?
- How will students explore theme and variation form by altering the rhythm of a familiar melody?

Objectives

Students will be able to...

- Students will identify theme and variations
- Students will analyze rhythms
- Students will name pitch syllables
- Students will improvise melody and rhythm
- Students will vary dynamics, tempo etc.
- Students will play solo on Orff instruments

Units 2

Unit Name: Musical Form- Rondo

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

Standards

[NJSLs](#) - 1.3A.8.Cr1a, 1.3A.8.Cr2a, 1.3A.8.Cr2b, 1.3A.8.Pr4b, 1.3A.8.Pr4d, 1.3A.8.Pr5a, 1.3A.8.Re8a, 1.3A.8.Cn10a, 1.3A.8.Cn11a, 1.3B.12prof.Cr2, 1.3B.12prof.Cr3, 1.3B.12prof.Re7b

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

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

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- What previous knowledge is necessary for students to identify rondo form?
- What processes and skills are relevant for students to read and play melodies on pitched percussion instruments?
- What collaborative skills are necessary for students to create a rhythmic speech performance using rondo form?

Objectives

Students will be able to...

- Students will identify rhythms
- Students will name pitch syllables
- Students will identify rondo form
- Students will create rhythmic speech
- Students will collaborate with peers
- Students will play Orff instruments

Units 3

Unit Name: American Popular Music- 12 Bar Blues Chord Progression

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

Standards

[NJSLs](#) - [1.3A.8.Cr1a](#), [1.3A.8.Cr2a](#), [1.3A.8.Cr2b](#), [1.3A.8.P4d](#), [1.3A.8.Pr6a](#), [1.3A.8.Re7c](#), [1.3A.Re9a](#),
[1.3A.8.Cn10a](#), [1.3A.8.Cn11a](#), [1.3B.12prof.Re8](#), [1.3B.12prof.Cn11](#)

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

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

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- How would you describe the historical relevance of the blues genre ?
- How would you describe the similarities and differences between country and city blues?
- What skills are necessary to read and play a 12 bar blues bass line?

Objectives

Students will be able to...

- Students will listen to and identify examples of country and city blues
- Students will list musical characteristics of the blues
- Students will read and play a 12 bar blues progression

Units 4

Unit Name: American Popular Music- Ragtime Rhythms

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

Standards

[NJSLs](#) - 1.3A.8.Cr1a, 1.3A.8.Cr2a, 1.3A.8.Cr2b, 1.3A.8.P4d, 1.3A.8.Pr6a, 1.3A.8.Re7c, 1.3A.Re9a, 1.3A.8.Cn10a, 1.3A.8.Cn11a, 1.3B.12prof.Re8, 1.3B.12prof.Cn11

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

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

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- What historical events prompted the birth of Ragtime music?
- How can you dance in a ragtime style?
- What are the cultural characteristics of Ragtime style piano playing?

Objectives

Students will be able to...

- Students will listen to and identify examples of ragtime
- Students will list musical characteristics of ragtime
- Students will discuss the cultural origins of ragtime and the cakewalk
- Students will dance to the Golliwog's Cakewalk
- Students will engage in rhythmic dictation
- Students will clap syncopated rhythms
- Students will play a rhythmic cup passing game

Please contact the Content Supervisor for any questions.