

Clinton-Glen Gardner School District



Curriculum Management System

Music

Grades 6-8

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 2019
Revised: May 19, 2020**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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**21st Century Life and Careers Integration: Kelly DeJesus
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Clinton-Glen Gardner School District

Mission

The Clinton-Glen Gardner School District is a community who values traditions. Our mission is to nurture and cultivate each child to be a compassionate, curious, and creative thinker, entrusted and empowered to build and lead the future.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the music program is to contribute to students' regular, sequential arts instruction.

As with any language, musical literacy provides the tools necessary to express one's self. The music curriculum provides the tools with which students can become musically literate and fosters students who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

<p style="text-align: center;">New Jersey State Department of Education NJSLA</p>

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators

The New Jersey Student Learning Standards for Visual and Performing Arts were revised in 2014. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Student Learning Standards for Visual and Performing Arts may be found at:

<https://www.nj.gov/education/cccs/2014/arts>

A note about 21st Century Life and Careers Standards and Cumulative Progress Indicators.

The New Jersey Student Learning Standards for 21st Century Life and Careers were revised in 2014. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Student Learning Standards for 21st Century Life and Careers may be found at:

<https://www.nj.gov/education/cccs/2014/career>

**Grades 6-8
General Music
Scope and Sequence**

Trimester I, II, or III Moving Schedule (September-June)	
<p>Topic: Sound (4 weeks)</p> <p>I. World Instruments</p> <ol style="list-style-type: none"> Classification Membranophone Idiophone Chordophone <p>NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.2, 1.4.5.1.3,</p>	<p>Topic: Harmony/Melody (3 weeks)</p> <p>Listening to, composing and identifying harmony and melody</p> <ol style="list-style-type: none"> Listening and identifying types of vocal harmony Composing short melodies that show step, leap or repeat Identifying elements of melody i. Range ii. Direction iii. Movement <p>NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.2</p>
<p>Topic: Music Theory (3 weeks)</p> <p>III. Reading Music</p> <ol style="list-style-type: none"> Identifying music symbols Naming notes in Treble Clef Rhythmic dictation in 4/4 and $\frac{3}{4}$ time <p>NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.2</p>	<p>Topic: Form (3 weeks)</p> <p>IV. Composing and identifying form</p> <ol style="list-style-type: none"> Identifying phrase and section Identifying and composing forms AB, ABA and Rondo <p>NJSLA Music Standards Addressed: 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.2, 1.3.5.B.4</p>
<p>Topic: Music Theory (2 weeks)</p> <p>VI. Reading Music</p> <ol style="list-style-type: none"> Identifying music symbols Naming notes in Treble Clef Naming notes in Bass Clef <p>NJSLA: VPA.1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>	<p>Topic: Broadway Musicals (3 weeks)</p> <p>VII. Listening and identifying the plot and music from specific Broadway musicals.</p> <ol style="list-style-type: none"> Identifying Musicals from A-Z through Scattergories game Awareness of the plot of specific musicals Identifying elements of music in specific songs from Broadway <p>NJSLA: VPA.1.1.8.B.CS2 Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p> <p>NJSLA: VPA.1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>

<p>Topic: Digital Audio</p> <p>VIII. Garage Band</p> <p>a. Creating a folder in Garage Band and learning to export and save to Audacity</p> <p>b. Creating a Garage Band song using preexisting loops and recording their own voice</p> <p>c. Importing a Garage Band song into Audacity and utilize the Audacity tools to deconstruct their Garage Band song</p> <p>d. Incorporating the Dada movement into their songs</p> <p>e. Sharing both their Garage Band and Audacity songs through iTunes</p>	
<p style="text-align: center;">Materials Used in this Unit</p> <p>Get America Singing Again books and CDs</p> <p>Moans and Groans and Skeleton Bones book and CD</p> <p>Carnival of the Animals</p> <p>4th grade Musical books and CD</p> <p>Rhythm cards</p> <p>Rock-N-Raps Rhythm tracks</p> <p>Instrument Bingo game and CD</p> <p>Instrument Baseball</p> <p>Classical, Jazz or Rock CDs</p> <p>Additional Resources:</p> <p>Rock music listening examples from the 1950's through the 1990's</p> <p>Fact sheets and listening guides</p> <p>The Beatles Anthology Music baseball</p>	
<p style="text-align: center;">21st Century Skills (The ones that apply to this unit are in bold)</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	
<p style="text-align: center;">21st Century Themes (The ones that apply to this unit are in bold)</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy 	

Technology Standards (8.1 and 8.2)

TECH.8.1.8 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.8.A.CS2 Select and use applications effectively and productively.

Career Education Standards (9.2)

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

RP12. Work productively in teams while using cultural global competence.

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies.

ELL: Meet with Mrs. Olczak to discuss specific accommodations based on student progress and placement on WIDA testing.

Assessments

Formative Assessments: Sing from a written score with proper vocal production and placement; sing in a round; sing forte and piano; show form through movement and dance.

Summative Assessments: Sing from a written score with proper vocal production and placement; sing in a round; sing forte and piano; complete a listening guide identifying instrumentation, tempo, dynamics; show form through movement and dance.

District Benchmark:

Alternative Assessments: PBA based on student choice

District Goals: Inquiry Based Learning and Project Based Learning as outlined in lesson plan.