

Mullica Township School District



Music Curriculum Grades 6-8

Board approval: 11/28/2018

General Music 6-8 Curriculum	
Grade 6	
Content Area: General Music 6-8	
Course Title: General Music 6	Grade Level: 6
Sixth Grade Music	1 Year (20 – 22 lessons)

Music Curriculum
Grade 6
Unit Overview
Content Area: General Music 6-8
Unit Title: Sixth Grade Music - Music of World Cultures
Target Course/Grade Level: 6
<p>Unit Summary</p> <p>Students will study the music of Japan, Ireland, Brazil, Hawaii, Africa (Mozambique), and Indonesia (as time allows). Students will learn about each location’s culture, music, and history with sound examples and other activities being conducted.</p>
Learning Targets
<p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>Anchor Standard 7: Perceive and analyze artistic work. Their interests, experiences, understandings, and purposes influence individuals’ selection of musical works.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work. □ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Apply criteria to evaluate artistic work. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	
CPI #	Cumulative Progress Indicator (CPI)
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures..
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Interdisciplinary Connections	
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
21st Century Life and Careers	
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP	CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.
Technology Integration	
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How can I use the elements of music to support my opinion and thoughts about music? ● How is music used in other parts of the world? ● What instruments are used in other parts of the world? ● How does music in other parts of the world compare to what I know in the United States? 	<ul style="list-style-type: none"> ● Music has a significant importance in all cultures around the world ● Different instruments besides standard orchestral instruments are used around the world ● Music is consumed differently in other areas of the world ● We can respond to music in a formal way

<p>Unit Objectives Students will know...</p> <ul style="list-style-type: none"> • How music is consumed in other parts of the world • A variety of singing games and activities from different cultures • The importance music has in all cultures 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Critique and respond critically to music • Identify instruments from different countries around the world • Identify specific cultural themes in music
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Music Curriculum Grades 6-8 Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Informal Assessments (observations) • Singing Games • Accuracy of singing • Accuracy of performance on instruments • Accuracy of movement to music 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Pencil and paper tests • Country Activities and Projects assessed via rubric • Listening activities assessed via rubric 	
<p>Alternative Assessments</p> <ul style="list-style-type: none"> • choice of music • choice board of activities 	
<p>Benchmark Assessments</p> <ul style="list-style-type: none"> • pre/mid/post assessments • Student Growth Objective 	
<p>Modifications</p> <p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete tasks Limit choices Modify amount of work Provide outlines and skeleton notes</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices</p>	

Modify amount of work

Provide outlines and skeleton notes

ELL:

Pair verbal with visual

Allow / encourage use of Google Translator

Gifted & Talented:

Provide choice whenever possible

Allow students to determine and/or develop a learning sequence

Resources/Instructional Materials/Equipment Needed Teacher Resources:

- World Music Worksheets and Activities (purchased from TeachersPayTeachers)
- Instruments & props (rhythm sticks, egg shakers, maracas, scarves, bean bags, stuffed animals, hand drums, boomwhackers, tone bells, triangles, etc.)
- Keyboard
- iTunes/CDs/YouTube
- Smart Board projector
- Leveled articles available at newsela.com and readworks.org
- Web resources for country information

General Music 6-8 Curriculum Grade 7	
Content Area: General Music 6-8	
Course Title: General Music 7	Grade Level: 7
Seventh Grade Music	1 Year (20 – 22 lessons)

Music Curriculum Grade 7 Unit Overview
Content Area: General Music 6-8
Unit Title: Seventh Grade Music - Ukuleles, Parody Writing, Genre Research
Target Course/Grade Level: 7
<p>Unit Summary</p> <p>Students will study various aspects of music as it applies to their lives. Units will include:</p> <ul style="list-style-type: none"> ● Writing parodies and understanding the differences between a parody and a cover song ● Research project on the major genres of music <ul style="list-style-type: none"> ○ This will include an oral presentation component ● Ukulele <ul style="list-style-type: none"> ○ Students will focus on proper playing technique, basic chords (C, G, F, and Am), and playing with various songs.
Learning Targets
<p>Content Standards</p> <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Anchor Standard 7: Perceive and analyze artistic work. Their interests, experiences, understandings, and purposes influence individuals' selection of musical works.

Anchor Standard 8: Interpret intent and meaning in artistic work. □ Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures..
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
Interdisciplinary Connections	
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas

	and expressing their own clearly.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
21st Century Life and Careers	
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP	CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.
Technology Integration	
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
Unit Essential Questions <ul style="list-style-type: none"> • What is a parody? How is it different from a cover song? • How can I use the elements of music to support my opinion and thoughts about music? • How do other genres of music compare to what I know? • How can the ukulele be used in music? How can I use it with music I know? 	Unit Enduring Understandings <ul style="list-style-type: none"> • A parody is imitating another piece of music (or art) for comedic effect. • Various elements make up a wide variety of musical genres. • The ukulele can be used as a harmony instrument to play with a variety of music.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • A parody and its difference from a cover song. • The importance genres of music has on our culture, and what makes up those specific genres. • The proper technique for playing the ukulele. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Present a written and oral project on a given genre of music • Play 4 basic chords on the ukulele to a given pop song • Write a parody based on a nursery rhyme and on a pop song

Music Curriculum Grades 6-8 Evidence of Learning	
Formative Assessments	
<ul style="list-style-type: none"> • Informal Assessments (observations) • Group work and participation • Accuracy of singing 	<ul style="list-style-type: none"> • Accuracy of performance on instruments • Accuracy of movement to music

Summative Assessments

- Pencil and paper tests
- Written parody assessed via rubric
- Written and oral presentation assessed via rubric
- Ukulele playing assessed via rubric

Alternative Assessments

- choice of music
- choice board of activities

Benchmark Assessments

- pre/mid/post assessments
- Student Growth Objective

Modifications**IEP:**

Assist students one-on-one when necessary.

Pair student with another who is capable of assisting

Allow extra time to complete tasks

Limit choices

Modify amount of work

Provide outlines and skeleton notes

504:

Extended time for completing tasks

Accommodations to physical requirements

Allow for movement and use multiple modalities while teaching

At-risk:

Extended time for completing tasks

Pair student with another who is capable of assisting

Questions read aloud

Limit choices

Modify amount of work

Provide outlines and skeleton notes

ELL:

Pair verbal with visual

Allow / encourage use of Google Translator

Gifted & Talented:

Provide choice whenever possible

Allow students to determine and/or develop a learning sequence

Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Instruments & props (rhythm sticks, egg shakers, maracas, scarves, bean bags, stuffed animals, hand drums, boomwhackers, tone bells, triangles, ukuleles, etc.)
- Keyboard
- iTunes/CDs/YouTube
- Smart Board projector

- Leveled articles available at newsela.com and readworks.org
- Various websites for genre materials

General Music 6-8 Curriculum Grade 8	
Content Area: General Music 6-8	
Course Title: General Music 8	Grade Level: 8
Eighth Grade Music	1 Year (20 – 22 lessons)

Music Curriculum Grade 8 Unit Overview
Content Area: General Music 6-8
Unit Title: Eighth Grade Music - Video Game Music, Composers, Careers in Music, Ukuleles
Target Course/Grade Level: 8
<p>Unit Summary</p> <p>Students will study various aspects of music as it applies to their lives. Units will include:</p> <ul style="list-style-type: none"> • Video Game Music (form and application) <ul style="list-style-type: none"> ○ This will include a composition project on Beepbox.co • Composers in Music (Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century) <ul style="list-style-type: none"> ○ This will include a written and oral presentation on a given era • Careers in Music • Ukulele <ul style="list-style-type: none"> ○ Students will focus on proper playing technique, basic chords, and playing with various songs. Advanced techniques may be introduced.
Learning Targets

Content Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Anchor Standard 7: Perceive and analyze artistic work. Their interests, experiences, understandings, and purposes influence individuals' selection of musical works.

Anchor Standard 8: Interpret intent and meaning in artistic work. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures..
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time,

	given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
Interdisciplinary Connections	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.
RI.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
21st Century Life and Careers	
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP	CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.
Technology Integration	
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
Unit Essential Questions <ul style="list-style-type: none"> How can I use the elements of music to support my opinion and thoughts on a musical piece? What is the form of video game music? How was video game music first made? What are careers I can pursue in music? How can the ukulele be used in music? How can I use it with music I know? 	Unit Enduring Understandings <ul style="list-style-type: none"> Video game music has a form and changes as the game progresses. Classical music is divided into eras and contains many different styles. There are non-performing and performance based careers in music. The ukulele can be used as a harmony instrument to play with a variety of music.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> 8-bit video game music and its form. Possible career choices they can pursue within music. Classical music and its eras, as well as the people and music involved. The proper playing technique for the ukulele and its application to popular 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> Identify major composers and works within the eras of classical music. Present a written and oral project on a composer. Create a video game composition on Beepbox.co Play the ukulele using various chords and techniques to a given pop song.

music.	
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Music Curriculum Grades 6-8 Evidence of Learning

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| Formative Assessments <ul style="list-style-type: none"> ● Informal Assessments (observations) ● Group work and participation ● Accuracy of singing ● Accuracy of performance on instruments ● Accuracy of movement to music |
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| Summative Assessments <ul style="list-style-type: none"> ● Pencil and paper tests ● Video game music assessed via rubric ● Written and oral presentation assessed via rubric ● Ukulele playing assessed via rubric |
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| Alternative Assessments <ul style="list-style-type: none"> ● choice of music ● choice board of activities |
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| Benchmark Assessments <ul style="list-style-type: none"> ● pre/mid/post assessments ● Student Growth Objective |
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Modifications IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete tasks Limit choices Modify amount of work Provide outlines and skeleton notes 504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes ELL: Pair verbal with visual Allow / encourage use of Google Translator

Gifted & Talented:

Provide choice whenever possible

Allow students to determine and/or develop a learning sequence

Resources/Instructional Materials/Equipment Needed Teacher Resources:

- iTunes/CDs/YouTube
- Smart Board projector
- Leveled articles available at newsela.com and readworks.org
- Ukuleles
- Beepbox.co