

Unit 0: Overarching Themes	
Content Area: Music	
Course & Grade Level: Music Cycle, Grade 6	
Summary & Rationale	
<p>Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.</p> <p>This course offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become life-long music enthusiasts and broaden their perspectives.</p> <p>They will be asked to make objective judgments forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are considered when distributing grades. Finally, classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.</p>	
Recommended Pacing	
30 Days (all components intertwined throughout the cycle course)	
National Core Arts Standards	
Creating	
MU:Cr1.1.8a	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
MU:Cr2.1.8a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent
MU:Cr2.1.E.5b	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
MU:Cr2.1.8b	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources
MU:Cr3.2.8b	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of

	compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
<b>Performing</b>	
MU:Pr4.2.8a	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU:Pr4.2.8b	When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
MU:Pr4.2.8c	Identify how cultural and historical context inform performances and result in different musical effects.
MU:Pr4.3.8a	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 (such as dynamics, tempo, timbre, articulation/style, and phrasing).
MU:Pr5.1.8a	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
MU:Pr6.1.8a	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
MU:Pr6.1.8b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
<b>Responding</b>	
MU:Re7.1.8a	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
MU:Re7.2.8a	Compare how the elements of music and expressive qualities relate to the structure within programs of music.
MU:Re7.2.8b	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
MU:Re8.1.8a	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
MU:Re9.1.8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
<b>Connecting</b>	
MU:Cn10.0.8a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.8a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

Technology Standards			
8.2	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.		
Instructional Focus			
Objectives			
<b>When CREATING, Students will know and be able to:</b> <ul style="list-style-type: none"><li>• Create rhythmic patterns using Gordon syllables.</li><li>• Create melodic phrases within specified guidelines. (Assigned tonality and chord structure)</li><li>• Notate rhythmic patterns using standard notation.</li><li>• Notate melody using either standard or stick notation.</li><li>• Notate harmonic accompaniment using standard or shorthand notation.</li><li>• Refine compositions using teacher generated criteria.</li><li>• Perform compositions individually or collaboratively.</li></ul>			
<b>When PERFORMING, Students will know and be able to:</b> <ul style="list-style-type: none"><li>• Student provided feedback utilizing musical terminology for peer compositions.</li><li>• Reading and performing rhythmic and melodic notation in treble clef.</li><li>• Experience and perform music from different cultures and time periods.</li><li>• Discuss how evolution of music affects present day musical compositions.</li><li>• Perform pieces on classroom instruments, including the voice.</li><li>• Provide peer feedback utilizing musical terminology.</li><li>• Refine compositions to prepare for performance using teacher generated criteria.</li><li>• Refine compositions to determine when music is ready to perform via teacher review.</li><li>• Perform music individually and collaboratively.</li><li>• Discuss and demonstrate appropriate etiquette during peer performances.</li><li>• Maintain professional demeanor when performing.</li><li>• Sing and play a variety of melodies, harmonies and textures.</li></ul>			
<b>When RESPONDING, Students will know and be able to:</b> <ul style="list-style-type: none"><li>• Relate elements of music to inspiration of a given piece.</li><li>• Relate elements of music to inspiration and form of a given piece.</li><li>• Experience and discuss characteristics of historical eras.</li><li>• Listen, analyze, perform and sing music from a variety of genres, cultures and historical eras.</li><li>• Discuss how personal experiences influence composition.</li><li>• Verbalize personal response using elements of music.</li></ul>			
<b>When CONNECTING, Students will know and be able to:</b> <ul style="list-style-type: none"><li>• Discussion of characteristics of historical eras.</li></ul>			
Evidence of Learning			
Assessment			
Teacher observation and performance assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			

- Classroom Instruments
- Keyboards
- Internet resources

## Unit 1: Elements of Music

Content Area: Music

Course & Grade Level: Music Cycle, Grade 6

### Summary & Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become life-long music enthusiasts and broaden their perspectives.

They will be asked to make objective judgments forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.

Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are considered when distributing grades. Finally, classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.

### Recommended Pacing

30 Days (all components intertwined throughout the cycle course)

### National Core Arts Standards

#### Creating

MU:Cr1.1.8a	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
MU:Cr2.1.8a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent
MU:Cr2.1.E.5b	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
MU:Cr2.1.8b	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources
MU:Cr3.2.8b	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of

	compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
<b>Performing</b>	
MU:Pr4.2.8a	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU:Pr4.2.8b	When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
MU:Pr4.2.8c	Identify how cultural and historical context inform performances and result in different musical effects.
MU:Pr4.3.8a	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 (such as dynamics, tempo, timbre, articulation/style, and phrasing).
MU:Pr5.1.8a	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
MU:Pr6.1.8a	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
MU:Pr6.1.8b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
<b>Responding</b>	
MU:Re7.1.8a	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
MU:Re7.2.8a	Compare how the elements of music and expressive qualities relate to the structure within programs of music.
MU:Re7.2.8b	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
MU:Re8.1.8a	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
MU:Re9.1.8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
<b>Connecting</b>	
MU:Cn10.0.8a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.8a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

Technology Standards			
8.2	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.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"><li>Elements of music are the starting point to analyze and understand the mood, style, genre, time period, and culture in music.</li></ul>			
Unit Essential Questions			
<ul style="list-style-type: none"><li>How does understanding the elements of music inform response to music?</li></ul>			
Objectives			
When CREATING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Create rhythmic patterns using Gordon syllables.</li><li>Create and arrange short songs and instrumental pieces within specified guidelines.</li></ul>			
When PERFORMING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Sing music in treble clef in a variety of meters.</li><li>Sing and play with appropriate musical expression.</li><li>Recognize and understand musical symbols: i.e. fermata, repeat, first and second endings, DC al fine, DC al coda, staff, system, time signature, etc.</li></ul>			
When RESPONDING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Develop and utilize a musical vocabulary to describe listening examples.</li></ul>			
When CONNECTING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Connect the following elements of music: melody, harmony, dynamics, tempo, articulation, tonality, texture, and timbre to the objectives above.</li></ul>			
Evidence of Learning			
Assessment			
Teacher observation and performance assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<ul style="list-style-type: none"><li>Classroom Instruments</li><li>Keyboards</li><li>Internet resources</li></ul>			

Unit 2: Meter & Rhythm	
Content Area: Music	
Course & Grade Level: Music Cycle, Grade 6	
Summary & Rationale	
<p>Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.</p> <p>This course offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become lifelong music enthusiasts and broaden their perspectives.</p> <p>They will be asked to make objective judgments forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are considered when distributing grades. Finally, classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.</p>	
Recommended Pacing	
30 Days (all components intertwined throughout the cycle course)	
National Core Arts Standards	
Creating	
MU:Cr1.1.8a	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
MU:Cr2.1.8a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent
MU:Cr2.1.8b	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
MU:Cr2.1.8b	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources



MU:Cr3.2.8b	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
<b>Performing</b>	
MU:Pr4.2.8a	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU:Pr4.2.8b	When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
MU:Pr4.2.8c	Identify how cultural and historical context inform performances and result in different musical effects.
MU:Pr4.3.8a	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 (such as dynamics, tempo, timbre, articulation/style, and phrasing).
MU:Pr5.1.8a	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
MU:Pr6.1.8a	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
MU:Pr6.1.8b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
<b>Responding</b>	
MU:Re7.1.8a	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
MU:Re7.2.8a	Compare how the elements of music and expressive qualities relate to the structure within programs of music.
MU:Re7.2.8b	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
MU:Re8.1.8a	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
MU:Re9.1.8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
<b>Connecting</b>	
MU:Cn10.0.8a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.8a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills

CRP4	Communicate clearly and effectively and with reason		
CRP6	Demonstrate creativity and innovation		
Technology Standards			
8.2	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.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"><li>Beat and rhythm are the foundation upon which other elements of music are built.</li></ul>			
Unit Essential Questions			
<ul style="list-style-type: none"><li>How can you manipulate rhythm and/or meter to change the feel of a piece?</li></ul>			
Objectives			
When CREATING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Create rhythmic patterns using Gordon syllables.</li><li>Create and arrange short songs and/or instrumental pieces within specified guidelines.</li></ul>			
When PERFORMING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Perform rhythms in simple meter (2/4, ¾, 4/4) using Gordon rhythm syllables including whole, half, quarters, eighths, sixteenths, dotted quarter, syncopation, rests .</li></ul>			
When RESPONDING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Experience different levels and types of movement in response to different meters/rhythm.</li></ul>			
When CONNECTING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Identify the meter of listening examples.</li></ul>			
Evidence of Learning			
Assessment			
Teacher observation and performance assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<ul style="list-style-type: none"><li>Classroom Instruments</li><li>Keyboards</li><li>Internet resources</li></ul>			

<b>Unit 3: Music History</b>	
Content Area: Music	
Course & Grade Level: Music Cycle, Grade 6	
<b>Summary &amp; Rationale</b>	
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<b>Recommended Pacing</b>	
30 Days (all components intertwined throughout the cycle course)	
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	compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
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MU:Pr4.2.8c	Identify how cultural and historical context inform performances and result in different musical effects.
MU:Pr4.3.8a	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 (such as dynamics, tempo, timbre, articulation/style, and phrasing).
MU:Pr5.1.8a	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
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<b>Responding</b>	
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<b>Connecting</b>	
MU:Cn10.0.8a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
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CRP6	Demonstrate creativity and innovation

Technology Standards			
8.2	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.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"><li>Music should be understood through a social, cultural and historical context.</li></ul>			
Unit Essential Questions			
<ul style="list-style-type: none"><li>How did the time period, place, and culture influence the sound of the music in each musical era?</li><li>How has the history of music influenced the sound of modern music?</li></ul>			
Objectives			
When CREATING, Students will know and be able to: <ul style="list-style-type: none"><li>Create and arrange short songs and instrumental pieces within specified guidelines.</li></ul>			
When PERFORMING, Students will know and be able to: <ul style="list-style-type: none"><li>Student provided feedback utilizing musical terminology for peer compositions.</li></ul>			
When RESPONDING, Students will know and be able to: <ul style="list-style-type: none"><li>Experience and identify various timbres of instruments relating to those in history.</li><li>Articulate characteristics and elements of music as they transcend through time focusing on Medieval, Renaissance, Baroque, Classical, Romantic and 20th century - present time periods.</li></ul>			
When CONNECTING, Students will know and be able to: <ul style="list-style-type: none"><li>Understand relationships between music, the other arts, and disciplines outside the arts.</li></ul>			
Evidence of Learning			
Assessment			
Teacher observation and performance assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<ul style="list-style-type: none"><li>Classroom Instruments</li><li>Keyboards</li><li>Internet resources</li></ul>			

Unit 4: Form	
Content Area: Music	
Course & Grade Level: Music Cycle, Grade 6	
Summary & Rationale	
<p>Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.</p> <p>This course offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become lifelong music enthusiasts and broaden their perspectives.</p> <p>They will be asked to make objective judgments forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are considered when distributing grades. Finally, classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.</p>	
Recommended Pacing	
30 Days (all components intertwined throughout the cycle course)	
National Core Arts Standards	
Creating	
MU:Cr1.1.8a	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
MU:Cr2.1.8a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent
MU:Cr2.1.E.5b	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
MU:Cr2.1.8b	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources
MU:Cr3.2.8b	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of

	compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
<b>Performing</b>	
MU:Pr4.2.8a	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU:Pr4.2.8b	When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
MU:Pr4.2.8c	Identify how cultural and historical context inform performances and result in different musical effects.
MU:Pr4.3.8a	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 (such as dynamics, tempo, timbre, articulation/style, and phrasing).
MU:Pr5.1.8a	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
MU:Pr6.1.8a	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
MU:Pr6.1.8b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
<b>Responding</b>	
MU:Re7.1.8a	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
MU:Re7.2.8a	Compare how the elements of music and expressive qualities relate to the structure within programs of music.
MU:Re7.2.8b	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
MU:Re8.1.8a	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
MU:Re9.1.8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
<b>Connecting</b>	
MU:Cn10.0.8a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.8a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

Technology Standards			
8.2	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.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"><li>Structure creates order and clarity in music.</li></ul>			
Unit Essential Questions			
<ul style="list-style-type: none"><li>How does music benefit from having prescribed structures?</li></ul>			
Objectives			
When CREATING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Identify and create using traditional musical forms: AB, ABA, Rondo, Fugue, Theme and Variations.</li></ul>			
When PERFORMING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Perform pieces that demonstrate known forms.</li></ul>			
When RESPONDING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Identify musical form in listening examples.</li></ul>			
When CONNECTING, Students will know and be able to:			
<ul style="list-style-type: none"><li>Connect forms with certain historical eras.</li></ul>			
Evidence of Learning			
Assessment			
Teacher observation and performance assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<ul style="list-style-type: none"><li>Classroom Instruments</li><li>Keyboards</li><li>Internet resources</li></ul>			