

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Music	Grade Level(s): 6th
Department: Visual and Performing Arts	Credits: N/A
BOE Adoption Date: September 17, 2020	Revision Date(s): August 5, 2020

Course Description

Student will review general principles of music (melody, harmony, rhythm, notation, etc) in performance based activities, listening activities and research activities. Activities will occur in individual and group formats.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Music 6

Prerequisite(s): Music 5

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills What are your day to day objectives?
Unit 1: Review Musical terms What is music? Treble/Bass clef notation and basic/adv rhythms	5-10 Days	Power Standards: 1.3A.8.Cr1a 1.3A.8.Cr2b Secondary Standards: 1.3A.8.Pr4b 1.3A.8.Pr4c	<ul style="list-style-type: none"> ● Students will understand musical terms, rhythm and rest values, and notation and will be able to apply them to instrument playing activities. ● Students will understand elements of music like melody, harmony, and tempo and will apply them to listening activities 	<ul style="list-style-type: none"> ● Understanding of basic music terminology such as melody, harmony, tempo, rhythm and rest values. ● Performing hand percussion, buckets and boomwhackers. ● Completing listening activities
Unit 2: Performance and analysis using basic rhythms and notation	20-25 Days	Power Standards: 1.3A.8.Cr1a 1.3A.8.Cr2b 1.3A.8.Pr4b Secondary Standards: 1.3A.8.Pr4c 1.3A.8.P4d 1.3A.8.Re7a 1.3A.8.Re7c 1.3A.8.Cn11a	<ul style="list-style-type: none"> ● Students will be able to create, perform and analyze rhythms using notes and rests in basic time signatures. ● Students will be able to perform basic compositions on buckets and on ukuleles ● Students will listen to and analyze basic songs and identify melody, harmony, 	<ul style="list-style-type: none"> ● Understanding notes and rest values ● Understanding treble/bass clef notation ● Steady beat in ensemble playing

			<p>tempo and dynamics</p> <ul style="list-style-type: none"> Students will be able to identify the role of words in music in regards to structure and content. Students will then create their own blues lyrics using forms similar to the examples observed. 	
<p>Unit 3: Performance and analysis using advanced rhythms and notation</p>	<p>20-25 Days</p>	<p>Power Standards: 1.3A.8.Cr1a 1.3A.8.Cr2b 1.3A.8.Pr4b</p> <p>Secondary Standards: 1.3A.8.Pr4c 1.3A.8.P4d 1.3A.8.Re7a 1.3A.8.Re7c 1.3A.8.Cn11a</p>	<ul style="list-style-type: none"> Students will be able to create rhythms using notes and rests in complex time signatures (6/8, 2/2, and 5/4 time) Students will be able to perform advanced compositions on buckets and on ukuleles Students will listen to and analyze advanced songs and identify melody, harmony, tempo and dynamics Students will be able to create and perform rhythms put together as a class to create a composition using non conventional percussion instruments such as pots, pans, buckets and other household items. 	<ul style="list-style-type: none"> Understanding basic time signatures, notes and rest values Understanding treble/bass clef notation Steady beats in ensemble playing

Instructional Unit Map

Course Title: General Music 6

Unit Title	Unit 1: Review Musical terms. What is music? Review Treble/Bass clef notation and basic/adv rhythms	Start Date:	Day 1-10
Unit Title		Length of Unit:	5-10 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: 1.3A.8.Cr1a: 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).	Learning Goals	<ul style="list-style-type: none"> ● Students will understand musical terms, rhythm and rest values, and notation and will be able to apply them to instrument playing activities. ● Students will understand elements of music like melody, harmony, and tempo and will apply them to listening activities

	<p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p>Secondary Standards:</p> <p>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.</p> <p>1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● <i>How is sound organized to make music?</i> ● <i>What is music?</i> 		

Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative		Alternative			
	<ul style="list-style-type: none"> • Questioning • Think/Pair/Share • Entrance and exit slips • Compose-a-rhythm exercises • Classwork exercises 		<ul style="list-style-type: none"> • Performances • Written unit quiz 					
Unit Pre-Assessment(s) <i>What do they already know?</i>	Pre-assessment (writing, performance-based, and Kahoot activities)							
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Write/think/pair/share • Guided practices • Singing exercises • Rhythm writing exercises • Rhythm playing exercises • Cooperative grouping projects • Modeling 							
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners		Special Education Learners		Struggling Learners		Advanced Learners	
	<ul style="list-style-type: none"> • Verbal and visual cues • Use native language for directions • Adapted text • Additional time 		<ul style="list-style-type: none"> • Visual checklist for multi step instruction • Additional time 		<ul style="list-style-type: none"> • Additional time • Concrete examples • Verbal and visual cues • Review directions • Highlight key words and directions 		<ul style="list-style-type: none"> • Tiered assessments • Independent studies • Advanced content 	

	<ul style="list-style-type: none"> ● Highlighting key words and directions 	<ul style="list-style-type: none"> ● Verbal and visual cues ● Very test formats ● Verbal direction ● Shorter quizzes 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Sing along and play along exercises ● Web based programs on chromebooks ● Written notation/rhythm practice ● Improvisation projects 		<ul style="list-style-type: none"> ● Small group or solo performances ● Small group presentations ● Alternative assignments 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: listen, analyze, identify Tier III: melody, harmony, tempo, note, rest, dynamics, treble, bass			
Integration of Technology SAMR	S and A: Students will use google docs to create a group rhythm composition using the add-on VexTab music notation S and A: Students will create a composition using flat (https://flat.io/) M and A: Using online voice recorder to record the student’s rhythm performance A and R: Using kahoot for pretest and review exercises			
Interdisciplinary Connections NJ Student Learning Standards	Technology 8.1.5.A.1 Using a word document to create a rhythm composition. 8.1.5.A.2 Formatting the word document so the rhythm is correct based on predetermined rules.			

	Career Ready Practices CRP2 Apply appropriate academic and technical skills CRP6 Demonstrate creativity and innovation CRP8 Utilize critical thinking to make sense of problems and persevere in solving them Diversity, Equity, and Inclusion (DEI)	
21st Century Themes/Skills P21 Framework	Themes	
	Global Awareness: Students will read and perform folk tunes from different cultures and points in history- African chants, folk songs from other cultures, etc.	<ul style="list-style-type: none"> ● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Flexibility and adaptability ● Initiative and self-direction ● Productivity and accountability ● Leadership and responsibility
Resources/Materials	Chromebooks, staff paper, buckets and drum sticks, hand percussion, youtube videos, exercises from Finale and Musictheory.net.	

Instructional Unit Map	
Course Title: Music 6	

Unit Title	Unit 2: Performance and analysis using basic rhythms and notation		Start Date:	Day 11-35
			Length of Unit:	20-25 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards 1.3A.8.Cr1a: 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). 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases,	Learning Goals	<ul style="list-style-type: none"> ● Students will be able to create, perform and analyze rhythms using notes and rests in basic time signatures. ● Students will be able to perform basic compositions on buckets and on ukuleles ● Students will listen to and analyze basic songs and identify melody, harmony, tempo and dynamics ● Students will be able to identify the role of words in music in regards to structure and content. Students will then create their own blues lyrics using forms similar to the examples observed. 	

	<p>melodic phrases and harmonic sequences.</p> <p>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.</p> <p>Secondary Standards 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Re7a:</p>		
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	<p>Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p>				
Essential Questions	<ul style="list-style-type: none"> • <i>How do musicians improve the quality of their creative work?</i> • <i>How does understanding the structure and context of music inform a response?</i> 				
Assessments	<p>Formative</p>			<p>Summative</p>	<p>Alternative</p>

<p><i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Questioning ● Think/Pair/Share ● Entrance and exit slips ● Compose-a-rhythm exercises ● Classwork exercises 	<ul style="list-style-type: none"> ● Performances ● Written unit quiz 		
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<p>Pre-assessment (writing, performance-based, and Kahoot activities)</p>			
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Write/think/pair/share ● Guided practices ● Singing exercises ● Rhythm writing exercises ● Rhythm playing exercises ● Cooperative grouping projects ● Modeling 			
<p>Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
	<ul style="list-style-type: none"> ● Verbal and visual cues ● Use native language for directions ● Adapted text ● Additional time 	<ul style="list-style-type: none"> ● Visual checklist for multi step instruction ● Additional time 	<ul style="list-style-type: none"> ● Additional time ● Concrete examples ● Verbal and visual cues ● Review directions ● Highlight key words and directions 	<ul style="list-style-type: none"> ● Tiered assessments ● Independent studies Advanced content

	<ul style="list-style-type: none"> ● Highlighting key words and directions 	<ul style="list-style-type: none"> ● Verbal and visual cues ● Very test formats ● Verbal direction ● Shorter quizzes 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Sing along and play along exercises ● Web based programs on chromebooks ● Written notation/rhythm practice ● Improvisation projects 		<ul style="list-style-type: none"> ● Small group or solo performances ● Small group presentations ● Alternative assignments 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: listen, analyze, identify Tier III: melody, harmony, tempo, note, rest, dynamics, treble, TAB, ukulele, strum, chord			
Integration of Technology SAMR	S and A: Students will use google docs to create a group rhythm composition using the add-on VexTab music notation S and A: Students will create a composition using flat (https://flat.io/) M and A: Using online voice recorder to record the student's rhythm performance A and R: Using kahoot for pretest and review exercises			
Interdisciplinary Connections NJ Student Learning Standards	Technology 8.1.5.A.1 Using a word document to create a rhythm composition. 8.1.5.A.2 Formating the word document so the rhythm is correct based on predetermined rules. Career Ready Practices			

	CRP2 Apply appropriate academic and technical skills CRP6 Demonstrate creativity and innovation Diversity, Equity, and Inclusion (DEI) LGBTQ+ Career Education	
21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness: Students will read and perform folk tunes from different cultures and points in history- African chants, folk songs from other cultures, etc.	<ul style="list-style-type: none"> ● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Flexibility and adaptability ● Initiative and self-direction ● Productivity and accountability ● Leadership and responsibility
Resources/Materials	Ukuleles, buckets and drum sticks, hand percussion, youtube videos of performances, exercises from finale and musictheory.net.	

Instructional Unit Map			
Course Title: Music 6			
Unit Title	Unit 3: Performance and analysis using advanced rhythms and notation	Start Date:	Day 36 to 60
		Length of Unit:	20-25 days

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standards: 1.3A.8.Cr1a: 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> <p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p>	<p>Learning Goals</p>	<ul style="list-style-type: none"> ● Students will be able to create rhythms using notes and rests in complex time signatures (6/8, 2/2, and 5/4 time) ● Students will be able to perform advanced compositions on buckets and on ukuleles ● Students will listen to and analyze advanced songs and identify melody, harmony, tempo and dynamics ● Students will be able to create and perform rhythms put together as a class to create a composition using non conventional percussion instruments such as pots, pans, buckets and other household items.
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	<p>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.</p> <p>Secondary Standards:</p> <p>1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and</p>		
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	<p>demonstrate the connections to an interest or experience for a specific purpose</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p>		
Essential Questions	<ul style="list-style-type: none"> • <i>How do musicians improve the quality of their creative work?</i> • <i>How does understanding the structure and context of music inform a response?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> • Questioning • Think/Pair/Share • Entrance and exit slips 	<ul style="list-style-type: none"> • Performances • Written unit quiz 	

	<ul style="list-style-type: none"> ● Compose-a-rhythm exercises ● Classwork exercises 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	Pre-assessment (writing, performance-based, and Kahoot activities)		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Write/think/pair/share ● Guided practices ● Singing exercises ● Rhythm writing exercises ● Rhythm playing exercises ● Cooperative grouping projects ● Modeling 		
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners
	<ul style="list-style-type: none"> ● Verbal and visual cues ● Use native language for directions ● Adapted text ● Additional time ● Highlighting key words and directions 	<ul style="list-style-type: none"> ● Visual checklist for multi step instruction ● Additional time ● Verbal and visual cues ● Very test formats ● Verbal direction 	<ul style="list-style-type: none"> ● Additional time ● Concrete examples ● Verbal and visual cues ● Review directions ● Highlight key words and directions

		<ul style="list-style-type: none"> • Shorter quizzes 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Sing along and play along exercises • Web based programs on chromebooks • Written notation/rhythm practice • Improvisation projects 		<ul style="list-style-type: none"> • Small group or solo performances • Small group presentations • Alternative assignments 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: listen, analyze, identify Tier III: melody, harmony, tempo, note, rest, dynamics, treble, TAB, ukulele, strum, chord, stompstration			
Integration of Technology SAMR	S and A: Students will use google docs to create a group rhythm composition using the add-on VexTab music notation S and A: Students will create a composition using flat (https://flat.io/) M and A: Using online voice recorder to record the student's rhythm performance A and R: Using kahoot for pretest and review exercises			
Interdisciplinary Connections NJ Student Learning Standards	Technology 8.1.5.A.1 Using a word document to create a rhythm composition. 8.1.5.A.2 Formating the word document so the rhythm is correct based on predetermined rules. Career Ready Practices CRP2 Apply appropriate academic and technical skills CRP6 Demonstrate creativity and innovation Diversity, Equity, and Inclusion (DEI) LGBTQ+ Career Education			

21 st Century Themes/Skills P21 Framework	Themes		Skills
	<p>Global Awareness: Students will read and perform folk tunes from different cultures and points in history- African chants, folk songs from other cultures, etc.</p>	<ul style="list-style-type: none"> ● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Flexibility and adaptability ● Initiative and self-direction ● Productivity and accountability ● Leadership and responsibility 	
<p>Resources/Materials</p>	<p>Ukuleles, buckets and drum sticks, hand percussion, youtube videos of performances, exercises from finale and musictheory.net, Stomp Out Loud video, household items for stompstration</p>		