

**Foundations of Music  
Grade 6  
Fine & Performing Arts  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

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**The Linden Board of Education adopted the Curriculum Guide on:**

August 25, 2022

Education Item 10

**Date**

**Agenda Item**

**Rationale**

**Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.**

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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### **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

## **Fine & Performing Arts Department Philosophy**

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

### **Fine & Performing Arts Department Goals**

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

## I. Course Description

This course provides a series of music appreciation electives that focus on music and the uses of music through the ages. Included in the course is the study of different music from around the world, styles of music from various historic periods, the roots of rock 'n' roll and the influences of music on theater, movies and in society today. In addition, basic principles of music are taught and reinforced through use of the electric music keyboard. Students work at their own pace on individual keyboards with headphone sets.

## II. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

### B. 21<sup>st</sup> Century Life and Career Standards

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

### C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:

<http://www.njamistadcurriculum.net>

### D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:

<https://www.nj.gov/education/holocaust/>

### E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

### F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

## III. General Interdisciplinary Connections

In Foundations of Music, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to read and create rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how music is created and how instruments produce sound.

#### IV. Pacing Guide

|         |  |
|---------|--|
| 4 Weeks | Unit 1: Musical Staff Notation             |
| 4 Weeks | Unit 2: Rhythmic Notation                  |
| 4 Weeks | Unit 3: Musical Form & Structure           |
| 4 Weeks | Unit 4: Musical Composition                |
| 4 Weeks | Unit 5: Musical Theater                    |
| 4 Weeks | Unit 6: iPad Ensembles/ Group Performances |
| 4 Weeks | Unit 7: Music and Art Connections          |
| 4 Weeks | Unit 8: Music Idols                        |
| 4 Weeks | Unit 9: Music and World Cultures           |
| 4 Weeks | Unit 10: World Instruments                 |

## V. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

| Instructional Strategies   | Gifted and Talent Accommodations and Modifications   | Special Education and At-Risk Accommodations and Modifications   | English Language Learners Accommodations and Modifications  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Teacher Presentation</li> <li>• Student Presentation</li> <li>• Class Discussion</li> <li>• Socratic Discussion</li> <li>• Reading for Meaning</li> <li>• Inquiry Design Model</li> <li>• Interactive Lecture</li> <li>• Interactive Notetaking</li> <li>• Compare and Contrast</li> <li>• Research Based</li> <li>• Problem Based</li> <li>• Project Based</li> </ul> <p><b>504 Plans</b></p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>• walk, breathe, eat, or sleep</li> <li>• communicate, see, hear, or speak</li> <li>• read, concentrate, think, or learn</li> <li>• stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>• preferential seating</li> <li>• extended time on tests and assignments</li> <li>• reduced homework or classwork</li> <li>• verbal, visual, or technology aids</li> <li>• modified textbooks or audio-video materials</li> <li>• behavior management support</li> <li>• adjusted class schedules or grading</li> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy</li> </ul> | <ul style="list-style-type: none"> <li>• Allow for further independent research on topics of interest related to the unit of study</li> <li>• Advanced leveled readers and sources</li> <li>• Increase the level of complexity</li> <li>• Decrease scaffolding</li> <li>• Variety of finished products</li> <li>• Allow for greater independence</li> <li>• Learning stations, interest groups</li> <li>• Varied texts and supplementary materials</li> <li>• Use of technology</li> <li>• Flexibility in assignments</li> <li>• Varied questioning strategies</li> <li>• Encourage research</li> <li>• Strategy and flexible groups based on formative assessment or student choice</li> <li>• Acceleration within a unit of study</li> <li>• Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>• Encourage students to move through content areas at their own pace</li> <li>• After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>• Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Guided notes with highlighted words and concepts</li> <li>• Use of Merriam-Webster's ELL dictionary</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul> |

## VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

## VIII. Resources

- MusicFirst Educational Software Suite
- White/ Smartboards
- MacBook/ iPad
- Music Tech Teacher
- Websites/ apps for review and practice
- Teacher created resources- worksheets
- Blank Staff Paper
- Musictheory.net
- Boomwhackers
- [www.kahoot.com](http://www.kahoot.com)



## Unit #: 1

### Overview: Musical Staff Notation

#### **Essential Questions:**

- How do musicians make creative decisions?
- How do musicians make meaningful connections to creating, performing, and responding?
- How does musical notation help us understand how music is to be performed?
- How do different clefs affect the pitch of a note?
- How can an understanding of musical notation help students create their own musical compositions?
- What are notes and how do they create music?

#### **Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Understanding and the ability to read musical notation will allow the student to perform, notate and create music

#### **Students will be able to:**

- The study of musical notation will allow students to understand the creation of music, how music is written and how melodic and harmonic structures work together to create musical sound and texture.
- Students will use this knowledge as a building block for creating and appreciating music.

#### **Students will know:**

- Develop and increase understanding of the Treble, Bass, and C Clefs.
- Recognize and name the lines, spaces, and ledger lines of the Treble, Bass, and C Clefs.
- Label and draw requested notes on the Treble, Bass, and C Clefs.

#### **Suggested Experiences:**

- Description/ Understanding of the staff
- Lines and spaces of the staff
- What are clefs?/ What do they symbolize?
- Treble Clef
- Bass Clef
- Alto Clef
- Moveable Clef
- Practice drawing clefs
- Practice labeling notes on the clefs

Overview: Rhythmic Notation

**Essential Questions:**

- How do musicians make creative decisions?
- How do musicians make meaningful connections to creating, performing, and responding?
- How does musical notation help us understand how music is to be performed?
- How does musical notation help us understand how music is to be performed?
- How do different meters and time signatures affect the performance of music?
- How can an understanding of musical notation help students create their own musical compositions?
- How does tempo effect music?
- What are rhythms and how do they help in the creation of music?

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Understanding and the ability to read musical notation will allow the student to perform, notate and create music.

**Students will be able to:**

- The study of musical notation will allow students to understand the creation of music, how music is written and how rhythmic structures work with melodic and harmonic structures to create musical sound and texture.
- Students will use this knowledge as a building block for creating and appreciating music.

**Students will know:**

- Develop and increase understanding of rhythmic notation using whole, half, quarter, eighth, sixteenth, and dotted notes and rests
- Identify basic note values
- Identify meter in 2,3,4,5,6
- Recognize Time Signatures in 2,3,4,5,6
- Understand the parts of a time signature
- Understand basic rhythmic patterns
- Identify note values based on Time Signature
- Create and identify proper rhythmic sequences based on Time Signature
- Recognize Syncopation
- Compose proper rhythmic patterns based on given time signature
- Perform basic rhythmic patterns in 2,3,4,5,6 meter feels
- Understand Tempo
- Define Tempo
- Recognize and define- Lento, Largo, Adagio, Andante, Moderato, Presto, Accelerando, and Ritardando

**Suggested Experiences:**

- Define Rhythm
- Define Beat
- Practice clapping/ tapping steady beat
- Define Time Signature
- Define 4/4,3/4,2/4,6/8, etc time signatures
- Define whole, half, quarter, eighth, sixteenth, and dotted notes and rests
- Practice drawing whole, half, quarter, eighth, sixteenth, and dotted notes and rests
- Practice composing rhythms using whole, half, quarter, eighth, sixteenth, and dotted notes and rests
- Practice performing rhythms using whole, half, quarter, eighth, sixteenth, and dotted notes and rests

**Overview: Musical Form and Structure**

**Essential Questions:**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- What is musical form?
- How does musical form vary in various musical eras and cultures?
- What effect does form have on creativity?

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Understanding and recognizing form and structure in music will lead to greater appreciation of music and various musical genres.

**Students will be able to:**

- The study of musical form and structure will allow students to understand how music creation has evolved throughout various historical eras and through technological advances.
- Students will understand how musical form relates to structure in literature.
- Students will develop their own creativity skills through understanding and creation of basic musical forms.

**Students will know:**

- Understand/ define musical form
- Label and identify sections within a musical composition
- Understand Pop Song Structure, Binary Form, Ternary Form, Rondo Form, Theme and Variations
- Recognize Pop Song Structure, Binary Form, Ternary Form, Rondo Form, Theme and Variations  
Label sections within Pop Song Structure, Binary Form, Ternary Form, Rondo Form, Theme and Variations

**Suggested Experiences:**

- Define Form and Structure
- Define Types of Musical Form AB, ABA, ABBA, etc
- Define Pop Song Structure
- Practice identifying structure and sections of song
- Compose music based on song forms

Overview: Musical Composition

**Essential Questions:**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do musicians make meaningful connections to creating, performing, and responding?
- How is creativity in all subjects and walks of life?
- What is the creative process?
- How is the creative process like problem solving?
- How can we constructively critique and help each other in editing and revising music?

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Creating musical compositions will allow students to understand the creative process, increase critical thinking skills, and express themselves.

**Students will be able to:**

- Through the creation and composition of musical pieces students will continue to develop their creative skills.
- Students will begin to develop an understanding for critique and how creative criticism affects the creative process.
- Students will use problem solving skills in the setting and following parameters for musical composition.

**Students will know:**

- Understand the creative process
- Create musical free from compositions
- Identify and understand Major and Minor Harmonies and their effect on the feel of a musical composition
- Define Major and Minor
- Recognize Major and minor harmonies
- Create a musical composition of their choice in one of the following forms- Pop Song Structure, Binary Form, Ternary Form, Rondo Form, Theme and Variations
- Use critique and creative criticism in revising musical compositions

**Suggested Experiences:**

- Discuss Creative Process
- Write musical phrases
- Define and discuss Harmony
- Compose Music based on predetermined parameters
- Listen to and Critique/ give student and teacher feedback to compositions

## Unit #: 5

### Overview: Musical Theater

#### Essential Questions:

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How does musical theater reflect society? History?
- How does musical theater reflect daily life?
- What are careers in musical theater that might connect to personal interests?

#### Enduring Understanding:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Musical theater effect on music history
- Musical theater as a story telling medium
- Careers in Musical Theater

#### Students will be able to:

- The students will understand how telling a story through a musical relates to telling a story through literature.
- Students will gain an understanding of the history and creative process of musical theater.
- Students will be exposed to various careers within theater.

#### Students will know:

- Understand the historical significance of Musical Theater
- Define and understand the members of the Creative Team and their roles in the creation and production of a Musical: Producer, Composer, Librettist, Director, Choreographer, Musical Director, Conductor, Stage Manager, Scenic Designer, Costume Designer, Lighting Designer, Sound Designer, Publicist, Public Relations Team
- Understand the process in the creation of a musical production

#### Suggested Experiences:

- Label the parts of a theater
- Label the parts of a stage
- Recognize the parts of a musical
- Create an end of unit project – performing a Musical Scene/ Selection- designing a Musical Scenery, creating a Publicity packet/ Program- create a multimedia project on the history of a musical production

#### New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Study of African and Caribbean music from various eras.

Topics that address the LGBTQ Mandate...

Students will learn about composers, performers, and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process.

Overview: iPad Ensembles/ Group Performances

**Essential Questions:**

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How can working and performing with a group help in future academic endeavors, life endeavors or a career?
- How does the creative process work within a group?
- How can understanding musical creation help me in other subject areas?

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Creating, rehearsing, and performing musical compositions will allow students to understand the creative process, increase critical thinking skills, and express themselves.

**Students will be able to:**

- The students will experience the dynamics of group performance.
- Students will experience taking a musical composition (composed by the students) from the page, through rehearsal and editing, to performance.

**Students will know:**

- Create a musical composition for a small ensemble using iPads, loops, and samples
- Notate musical composition
- Rehearse musical composition- understand the dynamics of performing in an ensemble
- Perform iPad or other ensemble composition for the class
- Use critique skills to comment on work of classmates in a constructive manner

**Suggested Experiences:**

- Team/ Ensemble creation and building
- Learn Rehearsal, Practice, and Ensemble Performance Techniques
- Group Performance
- Performance / Composition Critique

**Overview: Music and Art Connections**

**Essential Questions:**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do art and music work together to portray emotion?
- What technology is used in the coordination of music and art?
- How can I use technology to create cohesive art and musical ideas?

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- How the arts work together to convey emotion and tell a story.

**Students will be able to:**

- The students will be exposed to how music and the other arts work together to tell a story and portray emotion.

**Students will know:**

- Understand how music and the arts work together to
- Use examples from animated movies and dance productions to see connections
- Create basic soundtracks and effects for provided artistic examples

**Suggested Experiences:**

- Create Soundscapes- Musical Compositions based on Works of Art or Nature
- Listen to and Critique/ give student and teacher feedback to compositions



## Unit #: 8

### Overview: Music Idols

#### **Essential Questions:**

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How does understanding the motivation and goals of a musician help me create and develop goals for the future?

#### **Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Goal setting and personal motivation
- How musicians throughout history have achieved their goals and reached their levels of fame and or historical importance

#### **Students will be able to:**

- The students will understand how personal motivations can help them achieve their goals in life through the study, discussion, and listening to the music of musical artists from various musical eras.

#### **Students will know:**

- Learn about the lives and motivations of their favorite musical artists
- Create multimedia presentations telling others about their favorite artists
- Learn about the lives, motivations, and goals of musicians from various musical eras.

#### **Suggested Experiences:**

- Research activity and presentation about a famous musician

#### **New Jersey Department of Education - State Instructional Mandates:**

##### Topics that address the Amistad Commission Mandate...

Study of African and Caribbean music from various eras.

##### Topics that address the LGBTQ Mandate...

Students will learn about composers, performers, and works from the LGBTQ community where applicable during the investigative portion of the creative process.

##### Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process.

Overview: Music and World Cultures

**Essential Questions:**

- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- What are other aspects of world music that connect with my life today? Could connect with my future?
- How does the intermingling of different musical cultures create a more harmonious society?
- How do different cultures express their thoughts through music?

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- The sameness and difference between cultures musically and societally.

**Students will be able to:**

- The students will be exposed to the music and of cultures and societies throughout the world.
- The students will understand the structure, form, and the influences of the culture affect the style and creation of music.

**Students will know:**

- Increase their knowledge and understanding of the music of various cultures throughout the world

**Suggested Experiences:**

- Research activities/ presentations about various musical cultures and styles from around the world
- Listening Activities to identify characteristics of various musical styles from around the world

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

Study of African and Caribbean music from various eras.

Topics that address the LGBTQ Mandate...

Students will learn about composers, performers, and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process.

Overview: World Instruments

**Essential Questions:**

- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- What aspects of world music connect with my life today? Could connect with my future?
- How does the intermingling of different musical cultures create a more harmonious society?
- How do different cultures express their thoughts through music?

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- The sameness and difference between cultures musically and societally.

**Students will be able to:**

- The students will be exposed to the music and instruments of cultures and societies throughout the world.
- The students will understand these instruments are created, produce sound, and have evolved through history and how their sound is related to their culture.

**Students will know:**

- Increase their knowledge and understanding of musical instruments used around the world
- Aurally and Visually recognize musical instruments
- Name the instrument families- String, Woodwind, Brass, Percussion, Keyboard
- Categorize instruments into their instrument families
- Understand how instruments produce sound
- Understand how instruments are made

**Suggested Experiences:**

- Research activities/ presentations about various musical instruments from around the world
- Listening Activities to identify characteristics of various musical instruments from around the world
- Instrument demonstration

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

Study of African and Caribbean instruments from various eras.

Topics that address the LGBTQ Mandate...

Students will learn about composers, performers, and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process.

# Foundations of Music- Grade 6

Content Area: **Performing Arts**  
Course(s): **General Music 6-8**  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## **New Jersey Learning Standards- Fine and Performing Arts**

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| MU.6-8.1.3A.8.Pr6b  | Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.   |
| MU.6-8.1.3A.8.Cr3   | Refining and completing products.   |
| MU.6-8.1.3A.8.Pr4a  | Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.   |
| MU.6-8.1.3A.8.Cn10  | Synthesizing and relating knowledge and personal experiences to create products.  |
| MU.6-8.1.3A.8.Pr5a  | Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.   |
| MU.6-8.1.3A.8.Re9a  | Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.  |
| MU.6-8.1.3A.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). |
| MU.6-8.1.3A.8.Cr3a  | Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.  |
| MU.6-8.1.3A.8.Pr4b  | Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.   |
| MU.6-8.1.3A.8.Cr2   | Organizing and developing ideas.  |
| MU.6-8.1.3A.8.Cr3b  | Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.   |
| MU.6-8.1.3A.8.Pr4   | Selecting, analyzing, and interpreting work.  |
| MU.6-8.1.3A.8.Re8a  | Apply appropriate personally developed criteria to evaluate musical works or performances.  |
| MU.6-8.1.3A.8.Cr2a  | Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.  |
| MU.6-8.1.3A.8.Pr4d  | Identify and explain how cultural and historical context inform performances and result in different musical effects.   |
| MU.6-8.1.3A.8.Cn10a | Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.  |
| MU.6-8.1.3A.8.Re8   | Applying criteria to evaluate products.   |
| MU.6-8.1.3A.8.Re7a  | Select programs of music (e.g., a playlist, live performance) and demonstrate the   |

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|                     | connections to an interest or experience for a specific purpose.  |
| MU.6-8.1.3A.8.Re7   | Perceiving and analyzing products.  |
| MU.6-8.1.3A.8.Pr4c  | Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.   |
| MU.6-8.1.3A.8.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  |
| MU.6-8.1.3A.8.Re7b  | Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).  |
| MU.6-8.1.3A.8.Pr5   | Developing and refining techniques and models or steps needed to create products.   |
| MU.6-8.1.3A.8.Re7c  | Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.  |
| MU.6-8.1.3A.8.Pr6a  | Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.  |
| MU.6-8.1.3A.8.Cn11  | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.  |
| MU.6-8.1.3A.8.Cr2b  | Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.  |
| MU.6-8.1.3A.8.Pr6   | Conveying meaning through art.  |
| MU.6-8.1.3A.8.Cr1   | Generating and conceptualizing ideas.   |
| MU.6-8.1.3A.8.Pr4e  | Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing). |
| MU.6-8.1.3A.8.Re9   | Interpreting intent and meaning.  |

## Career Readiness, Life Skills Standards

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| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee.                      |
| WRK.K-12.P.2 | Attend to financial well-being.  |
| WRK.K-12.P.3 | Consider the environmental, social and economic impacts of decisions.                      |
| WRK.K-12.P.4 | Demonstrate creativity and innovation.   |
| WRK.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them.         |
| WRK.K-12.P.6 | Model integrity, ethical leadership and effective management.                              |
| WRK.K-12.P.7 | Plan education and career paths aligned to personal goals.                                 |
| WRK.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| WRK.K-12.P.9 | Work productively in teams while using cultural/global competence.                         |

## Interdisciplinary Connection

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**Interdisciplinary Connections:** In middle school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

**21<sup>st</sup> Century Themes:** In addition to mastery of core academic subjects, students must exhibit a range of both functional and critical thinking skills.

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| CRP.K-12.CRP2    | Apply appropriate academic and technical skills.   |
| TECH.9.4.8.CI.2  | Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).  |
| CRP.K-12.CRP2.1  | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.  |
| TECH.9.4.8.CI.4  | Explore the role of creativity and innovation in career pathways and industries.   |
| CRP.K-12.CRP4    | Communicate clearly and effectively and with reason.   |
| CRP.K-12.CRP11   | Use technology to enhance productivity.  |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.   |
| CAEP.9.2.8.B.3   | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.   |
| TECH.9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).   |
| TECH.9.4.8.IML.3 | Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).   |
| LA.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, texts, and issues, building on others' ideas and expressing their own clearly.  |
| LA.SL.6.1.A      | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  |
| LA.SL.6.1.B      | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| LA.SL.6.1.C      | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.   |
| CRP.K-12.CRP1    | Act as a responsible and contributing citizen and employee.  |
| CRP.K-12.CRP6    | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP10   | Plan education and career paths aligned to personal goals.   |
| CRP.K-12.CRP12   | Work productively in teams while using cultural global competence.   |
| CRP.K-12.CRP6.1  | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

## **Resources**

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MusicFirst Educational Software Suite

White/ Smartboards

MacBook/ iPad

Focus on Sound

Music Tech Teacher

Websites/ apps for review and practice

Teacher created resources- worksheets

Blank Staff Paper