

MUSIC

Performing, creating, and responding to music are fundamental music processes in which humans engage. Students learn by doing. Singing, playing instruments, moving to music and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Music gives students skills with which to explore music alone or with others.

Learning to read and notate music , and listening to, analyzing, and evaluating music are important building blocks of musical learning. To participate fully in a diverse global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music. Research has shown that students who participate in an enriched, sequential, skill building music program dramatically increase their reading and math performance. Music should be part of a well-rounded education. The role that music will play in students' lives depends in large measure on the levels of skills they achieve in creating, performing, and listening to music.

Climate
Equity and Inclusion
SEL
Holocaust
Amistad
Career Readiness, Life Literacies, and Key Skills

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 1: Creating Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● How can musicians influence climate change? 	<p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</p> <p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians influence climate change by writing songs about it.</p>
NJSL-S Standards	Classroom Applications
<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to imagine creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources ● Students will be able to make creative choices influenced by their expertise, context and expressive intent. ● Students will be able to evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.

1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

- Students will be able to identify and create music that deals with climate change.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

- o <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- o https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOCGZhoCJxsQAvD_BwE
- o https://www.classicsforkids.com/games/compose_your_own_music.php
- o https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- o <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

African American musicians:

- <https://www.cleveland.com/entertainment/2020/06/50-most-important-african-american-music-artists-of-all-time.html>
-

Unit Assessment Opportunities:

- Journal Entries and Response Sheets\
- bservations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs

- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 2: Performing Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● 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 	<p>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.</p> <p>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.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures.</p> <p>The context and how a work is presented influence audience response.</p>

is presented influence audience response?	
NJSL-S Standards	Classroom Applications
<p>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.</p> <p>1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to evaluate knowledge of musical works, understanding of their own technical skill, and the context for a performance to influence the selection of repertoire. ● Students will be able 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. ● Students will be able to judge performances based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p>

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

Unit Resources:

- Websites:
 - <https://why.pbslearningmedia.org/subjects/the-arts/music/>
 - https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
 - https://www.classicsforkids.com/games/compose_your_own_music.php
 - https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
 - <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class WebsPresentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 3: Responding to Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern the musical creators' and performers' expressive intent? 	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>

<ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performance(s)? 	<p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to analyze and respond to an individuals' selection of musical works as influenced by their interests, experiences, understandings, and purposes. • Students will be able to interpret their use of elements and structures of music, creators and performers provide clues to their expressive intent. • Students will be able to evaluate the musical work(s) and performance(s) as informed by analysis, interpretation, and established criteria. <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p>

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

Unit Resources:

- Websites:

- o <https://why.pbslearningmedia.org/subjects/the-arts/music/>

- o https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE

- o https://www.classicsforkids.com/games/compose_your_own_music.php

- o https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- o <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- PresentationsCollaboration
- Projects
- Rubrics
- Unit Test
- Lesson CheckLesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 4: Connecting to Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily 	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond.</p> <p>Musicians, and other artists, connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond. (such as climate change)</p>

<p>life inform creating, performing, and responding to music? (such as climate change)</p>	
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding and including climate change. <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

Unit Resources: Websites:

- o <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- o https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
- o https://www.classicsforkids.com/games/compose_your_own_music.php
- o https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- o <https://www.youtube.com/watch?v=TDWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- ProjectsRubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: 3-5
Unit 1: Creating Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

<ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How can musicians influence climate change? 	<p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians influence climate change by writing songs about it.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to imagine creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources • Students will be able to make creative choices influenced by their expertise, context and expressive intent. • Students will be able to evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p>

developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

21st Century Skills –

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

Unit Resources:

- Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
- https://www.classicsforkids.com/games/compose_your_own_music.php
- https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- <https://www.youtube.com/watch?v=TDGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literatureClass Webs
- Presentations
- Collaboration
- ProjectsRubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: 3-5
Unit 2: Performing Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do performers select repertoire? 	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.

<ul style="list-style-type: none"> • 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? 	<p>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.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures.</p> <p>The context and how a work is presented influence audience response.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to evaluate knowledge of musical works, understanding of their own technical skill, and the context for a performance to influence the selection of repertoire. • Students will be able 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. • Students will be able to judge performances based on criteria that vary across time, place and cultures. • Students will be able to define context and how a work is presented in order to influence audience response. <p>Teaching Strategies/Materials:</p>

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics,
1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

Unit Resources:

- Websites:
 - <https://why.pbslearningmedia.org/subjects/the-arts/music/>
 - https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
 - https://www.classicsforkids.com/games/compose_your_own_music.php
 - https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
 - <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities

- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: 3-5
Unit 3: Responding to Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)? 	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
NJSL-S Standards	Classroom Applications
<p>1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).</p> <p>1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to analyze an individuals' selection of musical works as influenced by their interests, experiences, understandings, and purposes. ● Students will be able to understand that response to music is informed by analyzing context (e.g.,social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. ● Students will be able to interpret their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● Students will be able to evaluate the musical work(s) and performance(s) as informed by analysis, interpretation, and established criteria.

context citing evidence from the elements of music.

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

Unit Resources:

- Websites:
 - <https://why.pbslearningmedia.org/subjects/the-arts/music/>
 - https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
 - https://www.classicsforkids.com/games/compose_your_own_music.php
 - https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
 - <https://www.youtube.com/watch?v=TDGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- RubricsUnit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

Subject: Music	Grade Level: 3-5
Unit 4: Connecting to Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> 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? (such as climate change) 	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond.</p> <p>Musicians and other artists connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond. (such as climate change)</p>
NJSL-S Standards	Classroom Applications
<p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding and including climate change. <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology -

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

21st Century Skills –

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

Unit Resources:

- Websites:
 - <https://why.pbslearningmedia.org/subjects/the-arts/music/>

- o https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
- o https://www.classicsforkids.com/games/compose_your_own_music.php
- o https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- o <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Music

Grade Level: 6-8

Unit 1: Creating Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How can musicians influence climate change? 	<p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</p> <p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians influence climate change by writing songs about it.</p>
NJSLS Standards	Classroom Applications
<p>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.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</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to imagine creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources • Students will be able to make creative choices influenced by their expertise, context and expressive intent. • Students will be able to evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

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.

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.

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Mathematics/Technology

-8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

Unit Resources:

- Websites:
 - <https://why.pbslearningmedia.org/subjects/the-arts/music/>
 - https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
 - https://www.classicsforkids.com/games/compose_your_own_music.php
 - https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
 - <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change
 - <https://www.youtube.com/watch?v=OqTmoHtO4fs> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects

- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Music

Grade Level: 6-8

Unit 2: Performing Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● 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? 	<p>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.</p> <p>To express their musical ideas, musicians analyze, evaluate and refine the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures.</p> <p>The context and how a work is presented influence audience response.</p>
NJSL-S Standards	Classroom Applications
<p>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>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to evaluate knowledge of musical works, understanding of their own technical skill, and the context for a performance to influence the selection of repertoire. ● Students will be able 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. ● Students will be able to judge performances based on criteria that vary across time, place and cultures.

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.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

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.

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.

- Students will understand what context is and how a work is presented influences audience response.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Mathematics/Technology

-8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

Unit Resources:

• Websites:

- o <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- o https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprMkizdGGOcGZhoCJxsQAvD_BwE
- o https://www.classicsforkids.com/games/compose_your_own_music.php
- o https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- o <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change
- o <https://www.youtube.com/watch?v=OqTmoHtO4fs> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Music	Grade Level: 6-8
Unit 3: Responding to Music	Pacing: 7-8 classes

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)? 	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
NJSL-S Standards	Classroom Applications
<p>1.3A.8.Re7a: 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.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).</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.Re8a: Apply appropriate personally developed criteria to</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to analyze an individuals' selection of musical works as influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. ● Students will be able to interpret their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● Students will be able to evaluate the musical work(s) and performance(s) as informed by analysis, interpretation, and established criteria. <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

evaluate musical works or performances.
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.

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Mathematics/Technology

-8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Skills –

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.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

Unit Resources:

- Websites:

- o <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- o https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE
- o https://www.classicsforkids.com/games/compose_your_own_music.php
- o https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- o <https://www.youtube.com/watch?v=TWGXITWhA08> -climate change
- o <https://www.youtube.com/watch?v=OqTmoHtO4fs> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literatureClass Webs
- Presentations
- Collaboration
- Projects
- RubricsUnit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Music

Grade Level: 6-8

Unit 4: Connecting to Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • 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? (such as climate change) 	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond. (such as climate change)</p>
NJSL-S Standards	Classroom Applications
<p>1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding and including climate change. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Mathematics/Technology

-8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Skills –

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.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

Unit Resources:

● Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwEhttps://www.classicsforkids.com/games/compose_your_own_music.php
- https://www.youtube.com/watch?v=k3yL_1L85Mk -climate change
- <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change
- <https://www.youtube.com/watch?v=OqTmoHtO4fs> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test