Califon Public School
Curriculum

Subject: Music	Grade: 8th	Unit #: 1	Pacing: 40 weeks

Unit Title: Creating: Musical Elements and Composition

OVERVIEW OF UNIT:

Students continue to build upon music reading skills and composition previously learned. Notation becomes more complex based on student readiness. A focus on counting and harmonic structure drive the outcome in composition. Students will explore technology as it applies to composing and arranging music.

Big Ideas

- 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.

Essential Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Objectives

Students will be able to

- Create traditional notation and/or non-traditional loop-based rhythm compositions.
- Create structured tonal compositions with structured rhythm following melodic contour.
- Compose short percussive loop patterns using notation software.
- Compose using a specified harmonic progression
- Count music based on written notation and time signature
- Use Composition software
- Read and perform music based on written notation.

Students will know

- How a song's melodic, harmonic, rhythmic and form come together as an expression of art.
- What comprises a chord and how to build a I IV V chord in a given key
- Music notation sixteenth through whole notes, quarter half and whole rests and their values
- How to apply beat numbers and syllables to a composition reflective of the time signature

Assessment

Formative Assessment:

Participation

Formative: Performance: Authentic Task/ Skill Demonstration

Students will be assessed each class on their level of engagement, cooperation, and participation in class discussions and activities.

Class Discussions

Formative: (Other)

Students will be assessed through observation during class discussions and activities for accuracy, understanding, and technical ability.

Teacher-Student Conferences

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

Games and Activities

Summative Assessment:

Classwork

Summative: (Other)

Games/Activities
Written Assignments
Interactive websites

Project/Composition

Summative: Project: Student Portfolio Piece

Students will create an individual or group project incorporating material covered as a culmination to the unit of study.

Benchmark:

Pre Assessment

Benchmark: Written (Test): Written Response

Students will be administered an assessment at the beginning of the unit to determine level of understanding and application of music terminology and notation.
Student's assignments and groups will be based on this benchmark assessment for the year.

Alternative:

Modified Assessment based on individual IEPs and Advanced skills

Performance: Authentic Task/Skill Demonstration

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

Key Vocabulary

- Counting
- Harmony
- Melody

- chord
- note names (quarter, half etc.)
- Grand staff
- harmonic progression
- Composition

Resources & Materials
Print ● Books ● Documents Non Print ● Whiteboard ● Promethean Board ● Computer Websites ● Musicplay Online ● Chrome Music Lab ● Flat for education ● Classics for kids

Technology Infusion
Teacher Technology: ● Chromebook ● Google Classroom ● Promethean Board ● iPad **Student Technology:** ● Google Classroom ● Chromebooks ● Internet Sources ● Google Apps for Education **Activities:** ● Composing music using online programs ● Youtube: Instructional Videos, Examples, Interactive videos

Standard	Standard Description
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

Interdisciplinary Integration	
Activities: ● Use of music terms in Italian: composition, class discussion, games, activities **Resources:** ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content ● STEM Works - http://stem-works.com/activities ● What Every Educator Should Know About Using Google by Shell Education ● Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml ● International Literacy Association Read Write Think - http://www.readwritethink.org/	
Standard	**Standard Description**
7.1.NM.IPRET.2:	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

21st Century Life Skills Standards	
Activities: ● Composition ● Improvisation ● Collaboration ● Projects	
Standard	**Student Learning Objectives**
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CI.2:	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Careers	
Activities: ● Class Discussion ● Projects	
Practice	**Description**
Use technology to enhance productivity increase collaboration and communicate effectively.	Students 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.

Demonstrate creativity and innovation.	Students 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.

Standards	
Standard #	**Standard Description**
1.3A.8.Cr1a:	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.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.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building

- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - http://www.state.nj.us/education/specialed/

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/
- Intervention Central - http://www.interventioncentral.org/

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm
- Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

Califon Public School
Curriculum

Subject: Music	Grade: 8th	Unit #: 2	Pacing: 16 weeks

Unit Title: Performance: Vocal and Instrumental Development

OVERVIEW OF UNIT:

Students will use proper vocal and instrumental techniques while rehearsing, refining and performing contrasting pieces of music for Concerts and in-class performances. Students may participate in Band, Chorus, and extracurricular ensembles in addition to music class performance opportunities. Students will demonstrate performance decorum and proper audience etiquette. Students will apply appropriate music terminology in a written or oral critique of performance.

Big Ideas

- 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 audience response.

Essential Questions

- 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 musicians make meaningful connections to creating, performing, and responding?

Objectives

Students will be able to:

- Demonstrate Professionalism
- Follow conducting cues
- Sing/Play in an ensemble
- Perform music with technical accuracy, stylistic expression and culturally authentic practices
- Rehearse, refine and determine when the music is ready to perform.

Students will know:

- Age-appropriate vocal technique
- Skill level appropriate instrumental technique
- Professional performance procedures
- Musical terminology as it applies to performance pieces

Assessment

Formative:

Participation

Students are assessed each class during concert preparation for the following skills:

- effort
- following musical score and conductor cues
- vocal production
- memorization
- concert procedures
- instrumental technique

Teacher-Student Conferences

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

Summative:

Authentic Task/Skill Demonstration

Students will be assessed by observation each class period for their comprehension and accuracy of the performance material. Students will also be expected to demonstrate proper performance and audience etiquette.

Performance Critique

Written or oral student assessment of Music Concert. Information to include:

- overall performance
- areas of strength
- areas for growth
- personal accomplishments and/or areas for growth.
- professionalism

Benchmark:

Pre Concert Preparation

Students will be assessed through observation and authentic skills proficiency at the beginning of the unit.

Alternative:

Modified Assessment based on individual IEPs and Advanced skills

Performance: Authentic Task/Skill Demonstration

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension

Key Vocabulary

- Posture
- Cue
- Cut off
- Intonation

- Harmony
- Melody
- Counting: music notation
- Musicianship
- Sight Reading
- Expression: dynamics, tempo, timbre, articulation/style, phrasing
- Rehearsal

Resources & Materials

- Music K-8
- Music Express
- JW Pepper
- School Music Library
- Youtube
- iTunes

Technology Infusion

Teacher Technology:

- iPad
- Computer
- Promethean Board
- Online resources ie youtube
- Google Docs

Student Technology:

- Promethean Board
- Teacher Web page
- Google Docs
- ChromeBooks

Activities:

- Essential Elements for Band Interactive Website
- Video recordings of concert material
- Recordings and lyrics posted on teacher web page
- Lyrics projected from Google Docs

Standard	Standard Description
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

Interdisciplinary Integration

Activities:

- Use of music terms in Italian: composition, class discussion, games, activities

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
7.1.NM.IPRET.2:	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

21st Century Life Skills Standards

Activities:

- Class discussions
- Rehearsals
- Self-Performance Critique
- Group Performance Critique

Standard	Student Learning Objectives
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers

Activities:

- Class Discussions
- Projects

Practice	Description
Demonstrate creativity and innovation.	Students 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.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through

	this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	**Standard Description**
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
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.
1.3A.8.Pr4c:	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
1.3A.8.P4d:	Identify and explain how cultural and historical context inform performances and result in different musical effects.
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)
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.
1.3A.8.Pr6a:	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b:	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Differentiation
Students with 504 plans
● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education
● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks

- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - http://www.state.nj.us/education/specialed/

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/
- Intervention Central - http://www.interventioncentral.org/

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm
- Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

Califon Public School
Curriculum

Subject: Music	Grade: 8th	Unit #: 3	Pacing: 20 weeks

Unit Title: Responding: Music History and World Music

OVERVIEW OF UNIT:

Students will study the historical influence and progression of varied musical genres from the 20th century and into the 21st century. Areas of study to include, but are not limited to, African Drumming, Negro Spirituals, Jazz, Rock and Roll. Students will apply study to authentic in class performances per genre. Unit will culminate in an individual or group project.

Big Ideas

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how the creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

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 we discern the musical creators' and performers' expressive intent?

Objectives

Students will be able to

- Perform in the style of studied genre
- Identify influential musicians from studied genre
- Aurally identify master musical works from studied genre

Students will know

- Historically important events that influenced studied genre
- Music from the past that influenced this genre
- How notable musical works from this genre fit on a timeline.

Assessment

Formative Assessment:

- **Participation**

Formative: Oral: Interactive Discussion/ Debate
Students will be assessed for understanding and contribution to class discussions regarding listening examples. Students will be expected to use proper audience etiquette and active listening skills.

- **Teacher-Student Conferences**
  Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

- **Class discussions**
  Formative: (Other)
  Students will be assessed via teacher observation on their level of understanding and meaningful contribution to class discussions about listening examples. Students will respond by applying critique methods as outlined in curriculum strands, use of appropriate terminology and musical elements, and personal aesthetic experience.

Summative Assessment:

- **Classwork**
  Summative: (Other)
- Students will engage in written or hands-on-activities to demonstrate understanding of written notation.
  Project
  Summative: Project: Student Portfolio Piece
  Students will work individually or in groups to present a project culminating the unit.
  Format:
  - oral presentation
  - slides presentation
  - written document
  - other

Benchmark:

- **Pre Assessment**
  Benchmark: Oral: Interactive Discussion/ Debate
  Students will be assessed through class discussion or written assignment at the beginning of the unit.

Alternative:

- **Modified Assessment based on individual IEPs and Advanced skills**
  Performance: Authentic Task/Skill Demonstration
  Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

Key Vocabulary
• Composer • Historical Context • Instrumentation

Resources & Materials
Non Print ● Whiteboard ● Promethean Board ● Digital photos ● LCD projector ● Computer Articles Video Clips Audio Examples Websites

Technology Infusion
Teacher Technology: ● Computer ● iPad ● Apple Music ● Online resources ie youtube ● Google Docs ● Google Slides **Student Technology:** ● Apple Music ● Online resources ie youtube ● Chromebook ● Google Docs ● Google Slides **Activities:** ● Listening to music samples on Apple Music ● Watching and listening to examples from online resources ie youtube ● Teacher presentation utilizing Google Slides ● Classwork using Google Docs ● Student Presentation utilizing Google Slides

Standard	Standard Description
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

Interdisciplinary Integration
Activities: ● Student responses to listening examples using music terminology in Italian: oral, written ● Project or written report on musical era or composer using music terminology in Italian.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
7.1.NM.IPRET.2:	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

21st Century Life Skills Standards	
Activities: • Class Discussion • Student research • Oral and Written response to aural listening examples	
Standard	**Student Learning Objectives**
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.

Careers	
Activities: • Class Discussion • Projects	
Practice	**Description**
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Demonstrate creativity and innovation.	Students 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.

Standards	
Standard #	**Standard Description**
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Re8a	Apply appropriate personally developed criteria to 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.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
• Tiered interventions following the RTI framework

- Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/
- Intervention Central - http://www.interventioncentral.org/

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm
- Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

Califon Public School
Curriculum

Subject: Music	Grade: 8th	Unit #: 4	Pacing: 40 weeks

Unit Title: Connecting: Music Enriches our Lives

OVERVIEW OF UNIT:

In this unit, students will examine ways in which music enriches our life daily. Areas of study may include but are not limited to recreation, advertisement, movies, musical theatre, pop culture i.e. video games, social media, and social and emotional self-care. Students will conclude areas of focus with a project or activity.

Big Ideas

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

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?

Objectives

Students will be able to:

- Identify ways in which music enhances our daily lives
- Compare and contrast specific examples
- Produce examples of life connections to music, found or created
- Practice Mindfulness with music

Students will know:

- How and when music surrounds our daily life
- How various genres and musical elements influence a musical experience
- Purpose of Mindfulness

Assessment

Formative Assessment:

- **Participation**
  Formative: Performance: Authentic Task/ Skill Demonstration
  Students will be evaluated each class on their level of engagement, effort, and cooperation. Monthly participation grades will be recorded in the grade book.
- **Teacher-Student Conferences**
  Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

- **Class Discussions**
- **Activities and Games**

Summative Assessment:

- **Teacher Observation**
  Summative: Performance: Authentic Task/ Skill Demonstration
  Students will be assessed each class for comprehension and mastery of subject/skill per teacher observation.
- **Projects**
- **Performance Tasks**
  Games and Activities

Benchmark:

- **Pre Assessment**
  Benchmark: Performance: Authentic Task/ Skill Demonstration
  Students will be assessed through observation at the beginning of the unit.

Alternative:

- **Modified Assessment based on individual IEPs and Advanced skills**
  Performance: Authentic Task/Skill Demonstration
  Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

Key Vocabulary
• Genre • Orchestration • Composition • Score • Mindfulness

Resources & Materials
• Teacher Made Resources • Articles • Video Clips • Audio Examples • Websites • Music Play Online

Technology Infusion
Teacher Technology: • Chromebook • Google Classroom • Promethean Board

- iPad

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Projects in Google Slides, Docs
- Online research
- Interactive websites

Standard	Standard Description
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

Interdisciplinary Integration

Activities:

- Projects
- Class Discussion
- Research
- Group/whole class activities

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
7.1.NM.IPRET.2:	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

21st Century Life Skills Standards	
Activities: ● Class Discussions ● Projects	
Standard	**Student Learning Objectives**
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CI.2:	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Careers	
Activities: ● Class Discussion ● Projects	
Practice	**Description**
Demonstrate creativity and innovation.	Students 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.

Standards	
Standard #	**Standard Description**
1.3A.8.Cn10a:	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.8.Cn11a:	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Differentiation
Students with 504 plans
● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education
● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher

- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - http://www.state.nj.us/education/specialed/

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/
- Intervention Central - http://www.interventioncentral.org/

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm
- Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources