

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Music



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| Original Adoption: | August 2025 |
| Created by: | Amy LaBarca and Dariaknna Yencer |

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| OCEAN ACADEMY CHARTER SCHOOL General Music Curriculum | |
| Content Area: Music | |
| Course Title: General Music | |
| Grade Level: 6 | |
| Unit Title | Pacing Guide in Days |
| Unit Plan 1: Music Through Performance | 20 days |
| Unit Plan 2: Intro to Creating and Producing Music | 25 days |

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| OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview | |
| Content Area: Music | |
| Unit 1 Title: Music Through Performance | Duration: 20 Days |
| Target Course/Grade Level: 6 | |
| Introduction: | |
| <p>In this unit, sixth-grade students will deepen their understanding of fundamental musical concepts by actively engaging in performance and exploration. They will study key elements such as pitch, rhythm, melody, harmony, dynamics, articulation, tempo, form, and style, applying these concepts through both hands-on and digital learning experiences. Students will investigate the historical development of music from the Medieval and Baroque eras to contemporary times, gaining insight into how music and its cultural significance have evolved.</p> | |

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Throughout the unit, students will analyze professional musical performances to enhance their critical listening skills and understanding of artistic expression. They will also engage in reflective practices, including self-assessment, peer feedback, and teacher evaluations, to foster growth in their own musicianship. Additionally, students will explore how musicians select repertoire based on technical skill, personal interests, and contextual factors, encouraging thoughtful and informed musical choices.

This unit encourages students to make meaningful connections between music, history, culture, and other disciplines, helping them appreciate music as a dynamic and expressive art form that reflects and shapes the world around them.

Disciplinary Standards for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New

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Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practices for Music

Creating: ● Imagine ● Plan, Make ● Evaluate, Refine

Performing: ● Rehearse, Evaluate, Refine ● Select, Analyze, Interpret ● Present

Responding: ● Select, Analyze ● Evaluate ● Interpret

Connecting: ● Interconnect

Unit 1 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

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| Disciplinary Concepts | |
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| Anchor Standards Core Ideas | Performance Expectations (Identified with Standard number and statement) |
| Anchor Standard 1: Generating and conceptualizing ideas. | <ul style="list-style-type: none"> 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). |
| Anchor Standard 4: Selecting, analyzing, and interpreting work | <ul style="list-style-type: none"> 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). |
| Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding | <ul style="list-style-type: none"> 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a |
| Anchor Standard 7: Perceiving and analyzing products. | <ul style="list-style-type: none"> 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. 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). |

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| | <ul style="list-style-type: none"> 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. |
| <p>Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections -</p> | |
| <p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> | |
| <p>Unit 1 New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u></p> | |
| <p>Disciplinary Concepts- Creativity and Innovation Critical Thinking and Problem Solving Digital Citizenship Informational and Media Literacy Technology Literacy</p> | |
| <p>Core Ideas</p> | <p>Performance Expectations (Identified with Standard Number and statement)</p> |
| <p>With a growth mindset, failure is an important part of success.</p> | <ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). |
| <p>Innovative ideas or innovation can lead to career opportunities.</p> | <ul style="list-style-type: none"> 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> | <ul style="list-style-type: none"> 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |

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| Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit. | <ul style="list-style-type: none"> 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). |
| Unit 1 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u> | |
| Disciplinary Concept Impacts of Computing | |
| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
| Advancements in computing technology can change individuals’ behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings. | <ul style="list-style-type: none"> 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options. |
| New Jersey Student Learning Standards: <u>Climate Change Mandate</u> | |
| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
| People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. | 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. |

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| Unit 1 Knowledge and Skills |
| <p>Unit Learning Targets (Objectives) Students will be able to...</p> <ul style="list-style-type: none"> Use both traditional and digital tools to explore and perform musical ideas. Recognize and interpret a variety of musical symbols including note durations and dynamic markings. Explain how musicians select pieces to perform based on skill, interest, and context. Perform rhythms and melodies using simple and compound meters with notes ranging from whole to sixteenth. Identify key musical terms related to style, genre, articulation, and tempo. Analyze music pieces to understand structure and expressive elements. |

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Unit Enduring Understandings

Students will know...

- Musical works reflect a blend of personal experiences, cultural influences, and historical contexts.
- Selecting music for performance involves considering one’s technical ability, personal preferences, and the performance setting.
- Musicians create meaning by manipulating elements like rhythm, melody, and dynamics to convey ideas and emotions.
- Critical listening and reflection help musicians grow and refine their artistry.
- The origins and evolution of music styles reveal connections between music and society across different periods.
- Engaging with music connects individuals to broader artistic and cultural traditions.

Unit Essential Questions:

- What inspires musicians to develop new ideas and creative works?
- How do artists decide which pieces best fit their skills and performance goals?
- In what ways do personal background and cultural context influence the music we enjoy?
- How can understanding music’s structure improve how we listen and respond to it?
- When is a musical performance ready to share with an audience?
- How do other forms of art and everyday experiences shape how we create and respond to music?

Unit 1 Instructional Plan

Suggested Activities

- Class Performance (rhythmic/melodic) using real and/or virtual instruments
- “Create a Program” project (music selection)
- Rhythmic Composition project

Unit 1 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Do-Now
- Exit Tickets
- Classroom Games
- Self-assessment

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Summative:

- Quizzes
- Projects
- Tests

Benchmark:

- Tiered Assessments

Alternative:

- Modified assignments

Performance Tasks:

- Create/perform music live or digitally

Unit 1 Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, diagrams, and color-coded notation.
- Pre-teach and review music vocabulary (harmony, tempo, dynamics, form).
- Provide guided notes, outlines, or checklists for music analysis and projects.
- Use teacher modeling and step-by-step demonstrations for complex skills.
- Offer small-group or one-on-one support when needed.
- Provide preferential seating near teacher, conductor, or instruments.
- Allow extended time for practice, performance, or composition.
- Break multi-step assignments (e.g., composition, ensemble rehearsal) into smaller tasks.
- Accept oral, digital, or recorded demonstrations instead of written responses.
- Provide adapted instruments or assistive technology when required.
- Allow use of scribes, communication devices, or notation software.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for performances, projects, and assessments.
- Offer small-group or quiet rehearsal spaces.
- Provide preferential seating.
- Accept oral, digital, or recorded demonstrations of learning.

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- Provide adapted instruments and technology tools as needed.
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Students at Risk of Failure

- Provide visuals, modeling, and repeated practice of tasks.
 - Pre-teach and reinforce vocabulary with real-world connections.
 - Break projects and performances into manageable steps.
 - Provide frequent teacher feedback and check-ins.
 - Assign peer mentors or section leaders for support in ensembles.
 - Offer preferential seating.
 - Provide simplified notation, rhythm, or tasks when appropriate.
 - Celebrate progress and effort, not only final performances.
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Gifted and Talented

- Ask higher-order, open-ended questions about music analysis and performance.
 - Encourage improvisation, composition, and arranging.
 - Provide enrichment opportunities (ensembles, digital music production, advanced notation).
 - Offer leadership roles (conducting warm-ups, leading sections, mentoring peers).
 - Provide opportunities for independent study or interest-based projects.
 - Allow choice in repertoire, instruments, or project themes.
 - Integrate cross-curricular enrichment (history of music, math in rhythm, science of sound).
 - Encourage portfolio building and authentic performance opportunities (concerts, community events).
 - Provide structured critique opportunities (self, peer, group).
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Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Use visuals, labeled diagrams, and translated word banks.
- Pre-teach and revisit music vocabulary with audio models.
- Scaffold reading of lyrics or notation with guided practice.
- Provide sentence frames for reflections and critiques (e.g., “The piece sounded ____ because ____”).
- Allow oral or recorded reflections in place of extended written work.
- Provide extended time and partner support.
- Use captioned videos, recordings, or translation tools.

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Diversity and Inclusion

- Highlight music traditions, instruments, and genres from diverse cultures.
- Allow students to bring in personal or cultural music examples.
- Provide alternative ways to demonstrate learning (performance, digital projects, oral presentations).
- Use clear academic language; avoid slang or idiomatic expressions.
- Establish norms for inclusive and respectful group performance and critique.
- Provide sufficient wait time for responses.
- Involve families and communities in concerts or cultural music projects.
- Foster a supportive classroom climate where creativity and expression are valued.

Unit 1 Supplemental Resources

- School databases
- Multimedia Resources
- Interactive Projector
- [Amistad Commission](#)
- [Holocaust Commission](#)
- [An Artifact History of Disability in America](#)
- [LBGTQ+ Resources-Library of Congress](#)
- Printers and Computers
- Online Resources and videos
- Rubrics

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors

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- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and awareness of the differences among individuals, groups and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

Unit 1 Teacher Comments

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Unit 2 Overview

Content Area: Music

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| Unit 2 Title: Intro to Creating and Producing Music | Duration: 25 Days |
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Target Course/Grade Level: 6

Introduction:

In this unit, students will shift from performing music to becoming music creators. Building upon the foundational skills and concepts from Unit 1, students will explore digital music-making through hands-on experience with a Digital Audio Workstation (DAW). Using both pre-recorded and original loops, students will learn how to construct full musical pieces, experimenting with structure, dynamics, melody, and harmony in a digital space.

Students will also develop critical listening and revision skills by engaging in self-reflection and peer feedback. By applying editing techniques such as splicing, layering, and manipulating loops, students will not only compose music but also refine it based on artistic intent and constructive critique.

This unit will empower students to make expressive choices in their compositions, understand how musical elements interact in digital formats, and discover how personal identity and context influence creative decisions. Music will no longer just be something they perform, it will become something they design and shape themselves.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
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| <p>Practices for Music</p> <p>Creating: • Imagine • Plan, Make • Evaluate, Refine</p> <p>Performing: • Rehearse, Evaluate, Refine • Select, Analyze, Interpret • Present</p> <p>Responding: • Select, Analyze • Evaluate • Interpret</p> <p>Connecting: • Interconnect</p> | |
| <p>Unit 2 Focus Standards (Major Standards) https://www.nj.gov/education/cccs</p> | |
| Anchor Standards | Performance Expectations (Identified with Standard number and statement) |
| Anchor Standard 2: Organizing and developing ideas. | <ul style="list-style-type: none"> • 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 |
| Anchor Standard 3: Refining and completing products. | <ul style="list-style-type: none"> • 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. |
| Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | <ul style="list-style-type: none"> • 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. |

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| Anchor Standard 6: Conveying meaning through art. | <ul style="list-style-type: none"> ● ● 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. |
| Anchor Standard 8: Applying criteria to evaluate products. | <ul style="list-style-type: none"> ● 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances. |
| Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products | <ul style="list-style-type: none"> ● 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a |
| Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections | |
| <ul style="list-style-type: none"> ● RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. ● SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |
| Unit 2 New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u> | |
| Disciplinary Concepts- Creativity and Innovation Critical Thinking and Problem Solving Digital Citizenship Informational and Media Literacy Technology Literacy | |
| Core Ideas | Performance Expectations (Identified with Standard Number and statement) |
| With a growth mindset, failure is an important part of success. | <ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). |

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| Innovative ideas or innovation can lead to career opportunities. | <ul style="list-style-type: none"> 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. | <ul style="list-style-type: none"> 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit. | <ul style="list-style-type: none"> 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). |
| Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. | <ul style="list-style-type: none"> 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |

Unit 2 New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Disciplinary Concept

Interaction of Technology and humans

Core Ideas

Performance Expectations (Identified with Standard Number and Statement)

Human needs and desires determine which new tools are developed

• 8.2.2.ITH.2: Explain the purpose of a product and its value.

Technology has changed the way people live and work.
Various tools can improve daily tasks and quality of life

• 8.2.2.ITH.3: Identify how technology impacts or improves life.
• 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas

Performance Expectations (Identified with Standard Number and Statement)

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| People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. | 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. |
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Unit 2 Knowledge and Skills

Unit 2 Learning Targets (Objectives)

Students will be able to...

- Organize musical ideas into a cohesive form using digital tools.
- Develop a short digital composition by blending recorded loops and original ideas.
- Utilize editing features in music software to adjust timing, layering, and transitions.
- Integrate musical elements like texture, mood, and structure into digital projects.
- Evaluate their own digital compositions and revise based on constructive feedback from peers and teacher.
- Apply expressive musical techniques, such as contrast and variation, in digital music-making.

Unit 2 Enduring Understandings

Students will know...

- Composers make artistic decisions based on purpose, audience, and available tools.
- Digital music creation requires intentional planning, creative experimentation, and technical refinement.
- Music composition is an evolving process influenced by critical thinking, feedback, and revision.
- The way music is shared or presented can influence how it's understood and received by listeners.
- Personal background, interests, and imagination shape the music that students create.
- Reflection and analysis are key tools for improving both creative and technical aspects of musical work.

Unit 2 Essential Questions

- How can digital tools be used to shape and express musical ideas?
- What makes a piece of music feel complete or ready to share?
- In what ways does feedback help improve a musical composition?
- How do our individual experiences and identities influence the music we create?
- How can structure and form guide the listener through a digital composition?

Unit 2 Instructional Plan

Project 1- Music Notation Project. Students will create a melody on notation software for a solo instrument of their choice.

Project 2- Musical Review. Students will read and discuss music reviews from magazines and newspapers of recordings and live performances. Then they will write their own.

Project 3- 4 Rap/Hip-Hop Project- Students will learn about the origins in the South Bronx of the Genre “Rap/Hip Hop” They will loop a sample or drum beat and create their own original song.

Project 4- Wheel of Emotion Project- Students will select an Emoji from the wheel of emotion and convey that emotion in their composition

Project 5- Music/Film Study- Students will watch, listen, and discuss music from musicals and the role that they play, as well as the inner workings of production.

Unit 2 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Do-Now
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Quizzes
- Presentations
- Projects

Benchmark:

- Tiered Assessments

Alternative:

- Modified assignments

Performance Tasks:

- Create/perform music live or digitally

Unit 2 Suggested Options for Differentiation

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Special Education

- Follow all IEP modifications.
 - Provide visuals, diagrams, and color-coded notation.
 - Pre-teach and review music vocabulary (harmony, tempo, dynamics, form).
 - Provide guided notes, outlines, or checklists for music analysis and projects.
 - Use teacher modeling and step-by-step demonstrations for complex skills.
 - Offer small-group or one-on-one support when needed.
 - Provide preferential seating near teacher, conductor, or instruments.
 - Allow extended time for practice, performance, or composition.
 - Break multi-step assignments (e.g., composition, ensemble rehearsal) into smaller tasks.
 - Accept oral, digital, or recorded demonstrations instead of written responses.
 - Provide adapted instruments or assistive technology when required.
 - Allow use of scribes, communication devices, or notation software.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for performances, projects, and assessments.
 - Offer small-group or quiet rehearsal spaces.
 - Provide preferential seating.
 - Accept oral, digital, or recorded demonstrations of learning.
 - Provide adapted instruments and technology tools as needed.
-

Students at Risk of Failure

- Provide visuals, modeling, and repeated practice of tasks.
 - Pre-teach and reinforce vocabulary with real-world connections.
 - Break projects and performances into manageable steps.
 - Provide frequent teacher feedback and check-ins.
 - Assign peer mentors or section leaders for support in ensembles.
 - Offer preferential seating.
 - Provide simplified notation, rhythm, or tasks when appropriate.
 - Celebrate progress and effort, not only final performances.
-

Gifted and Talented

- Ask higher-order, open-ended questions about music analysis and performance.
- Encourage improvisation, composition, and arranging.

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- Provide enrichment opportunities (ensembles, digital music production, advanced notation).
- Offer leadership roles (conducting warm-ups, leading sections, mentoring peers).
- Provide opportunities for independent study or interest-based projects.
- Allow choice in repertoire, instruments, or project themes.
- Integrate cross-curricular enrichment (history of music, math in rhythm, science of sound).
- Encourage portfolio building and authentic performance opportunities (concerts, community events).
- Provide structured critique opportunities (self, peer, group).

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Use visuals, labeled diagrams, and translated word banks.
- Pre-teach and revisit music vocabulary with audio models.
- Scaffold reading of lyrics or notation with guided practice.
- Provide sentence frames for reflections and critiques (e.g., “The piece sounded ____ because ____”).
- Allow oral or recorded reflections in place of extended written work.
- Provide extended time and partner support.
- Use captioned videos, recordings, or translation tools.

Diversity and Inclusion

- Highlight music traditions, instruments, and genres from diverse cultures.
- Allow students to bring in personal or cultural music examples.
- Provide alternative ways to demonstrate learning (performance, digital projects, oral presentations).
- Use clear academic language; avoid slang or idiomatic expressions.
- Establish norms for inclusive and respectful group performance and critique.
- Provide sufficient wait time for responses.
- Involve families and communities in concerts or cultural music projects.
- Foster a supportive classroom climate where creativity and expression are valued.

Unit 2 Supplemental Resources

- School databases
- Multimedia Resources
- Interactive Projector
- Amistad Commission

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- Holocaust Commission
- An Artifact History of Disability in America
- LBGTQ+ Resources-Library of Congress
- Printers and Computers
- Online Resources and videos
- Rubrics

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

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- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Teacher Comments