

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Music



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OCEAN ACADEMY CHARTER SCHOOL General Music Curriculum	
Content Area: Music	
Course Title: General Music	
Grade Level: 8	
Unit Title	Pacing Guide in Days
Unit Plan 1: Music and Society	20 days
Unit Plan 2: Creating and Producing Music 2	25 days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Music	
Unit 1 Title: Music and Society	Duration: 20 Days
Target Course/Grade Level: 8	
Introduction: In this unit, students will explore how music reflects and shapes the society we live in, focusing especially on the evolution of music in the United States. Through critical listening, discussion, and analysis, students will investigate how diverse cultures, ethnic traditions, and	

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social movements have influenced the development of American music from the early 20th century to today.

Students will examine key genres such as jazz, blues, rock, hip-hop, folk, pop, and others, while tracing their roots and understanding their cultural significance. The unit emphasizes how musical styles are not only creative expressions but also powerful tools for storytelling, activism, identity, and unity.

By the end of this unit, students will better understand the relationship between music and society, recognize the multicultural foundations of the music they enjoy, and articulate how music continues to evolve as a response to changing cultural and social landscapes.

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.

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

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

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

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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 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.

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 (NJSLS) 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."

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

Anchor Standards Core Ideas	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing ideas.	1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB,

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	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	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	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.	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). 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
Anchor Standard 9: Interpreting intent and meaning	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.
Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections:	
RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular	

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details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 1 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

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.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	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.	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	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).

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without permission or appropriate credit.	
Unit 1 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept	
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.	• 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.

Unit 1 Knowledge and Skills	
Unit Learning Targets (Objectives) Students will be able to... • Describe how various cultures have contributed to modern American music styles. • Track the historical roots of today's popular music back to earlier musical traditions. • Examine how musical genres evolved in response to social and cultural changes.	
Unit Enduring Understandings Students will know... • Musical expression is shaped by personal experiences, cultural identity, and historical context. • Composers and performers embed meaning in their work using musical structures and elements. • The choices musicians make are influenced by their technical ability, artistic goals, and environment. • Audiences perceive and respond to music differently depending on how and where it's performed.	

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- The way music is selected, performed, and received reflects a blend of individual, social, and historical factors.

Unit Essential Questions

- What social, cultural, and historical factors shape the music we hear today?
- In what ways does music reflect the identities and experiences of different communities?
- How do artists decide what music to perform, create, or produce?
- How can understanding a song's context change the way we hear it?
- What tools can we use to determine the purpose and impact of a piece of music?
- How do musicians and audiences assign meaning to music in different settings?

Unit 1 Instructional Plan

Suggested Activities

- "From Bach to Rock".
- African American Musician Project
- Discussions/ debates
- Blues Project

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 Evidence of Student Learning

Formative:

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

Summative:

- Quizzes
- Projects

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- Tests

Benchmark:

- Tiered Assessments

Alternative:

- Modified assignments

Performance Tasks:

- Create/perform music live/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.
- Provide adapted instruments and technology tools as needed.

Students at Risk of Failure

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- 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.
 - 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.

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- 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
- 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

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- 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

Unit 1 Teacher Comments

OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview

Content Area: Music

Unit 2 Title: Creating and Producing Music 2

Duration: 25 Days

Target Course/Grade Level: 8

Introduction:

In this unit, students will dive deeper into music creation by exploring digital composition through the use of Digital Audio Workstations (DAWs) such as SoundTrap. Building upon their understanding of musical elements from previous performance-based units, students will now shift from interpreting music to producing it.

Through guided projects and creative freedom, students will apply music theory, structure, and expressive elements to design original compositions using both built-in loops and

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self-recorded material. They will develop technical skills in music editing such as adding effects, adjusting playback settings, and layering tracks to shape their artistic intent.

Students will also learn to critically evaluate digital audio quality, navigate music technology vocabulary, and reflect on their own and others' creative work through constructive feedback. By the end of the unit, students will not only have a deeper appreciation for the role of technology in modern music-making but also a portfolio-ready original composition that showcases their growth as young producers and creators.

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.

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.

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Diversity and Inclusion

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

2. 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;
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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 2 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

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Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 2: Organizing and developing ideas.	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.	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.	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.
Anchor Standard 6: Conveying meaning through art.	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.

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Anchor Standard 8: Applying criteria to evaluate products.	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	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:	
RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
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.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	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).

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	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.	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.	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.	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)
People develop ideas and understandings of society, culture	1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

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and history through their interactions with and analysis of art.

Unit 2 Knowledge and Skills

Unit 2 Learning Targets (Objectives)

Students will be able to...

- Choose high-quality audio samples based on technical details like bit depth, sample rate, and file format.
- Produce original songs on a DAW by blending pre-made loops with their own recorded sounds.
- Incorporate musical elements like form, melody, harmony, and dynamics into their digital compositions.
- Use complex DAW tools such as automation, pitch modulation, echo, and panning to shape sound.
- Reflect on and improve their music by applying feedback from teachers, classmates, and self-assessments.
- Confidently define and apply terminology related to digital music production.

Unit 2 Enduring Understandings

Students will know...

- Musicians' creative decisions depend on their background, skills, and the purpose behind their music.
- Evaluating and improving music is a process that requires persistence and openness to new ideas.
- The way music is presented and experienced varies by cultural and historical context, affecting audience reactions.
- Musicians communicate their expressive intentions through careful use of musical elements and production tools.
- Quality judgments in music involve considering technical skill, creativity, and context.
- Creating, performing, and responding to music are personal processes influenced by individual experience and knowledge.

Unit 2 Essential Questions

- How do musicians refine their creative ideas into polished works?
- What criteria determine when a piece is ready to be shared with listeners?
- How does technology influence the choices musicians make when producing music?
- In what ways do cultural and historical contexts shape how we experience music?

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- How do musicians decide which sounds and techniques to use in their digital projects?
- How can personal interests and experiences deepen connections to music creation and appreciation?

Unit 2 Instructional Plan

Project 1- Music Notation Project. Students will compose a song notation software for two instruments and apply basic constructs of rhythm, melody, and harmony.

Project 2- Pop Song Project- Students will learn about and examine the form and structure of a POP SONG by analyzing

Some new and classic examples. Then they will create their lyrics, melody and a beat for their own original song

Project 3- Remix Project v.2- Students will take a track with just vocals and create their own backing track for the song.

Project 4- Chiaroscuro Project- Students will take 3 audio files and modify them by shifting the “color” using various modulation and editing tools.

Project 5- Commercial Jingle- Students will create a product, fake company, target audience, and write about their product as well as compose a commercial jingle for their product

Project 6- 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.

Sound Trap/ Noteflight

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/digitally

Unit 2 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.
- 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.

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- 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.

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- 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
- 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

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- 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

Teacher Comments