



**Totowa Public Schools**

**Music**

**Grade 6**

**Aligned to NJSL Standards**

**Revised and BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Virtual Music	18 Weeks	
Ancient Music	18 Weeks	

<b>Unit Title</b>	Virtual Music
<b>Unit Duration</b>	18 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 1 introduces how to use a variety of digital audio workstations for students to compose, record, and mix their original ideas. Students will apply fundamental music theory concepts to compositions throughout the unit - covering rhythm, key signatures, chord progressions, larger musical form, and mixing theory. The unit culminates in a final composition on one digital audio workstation that synthesizes all concepts into an electronic or acoustic recording.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do time signatures and beat divisions translate to a grid on digital audio workstations?</li> <li>• Can you apply your understanding of intervals and accidentals to various key signatures?</li> <li>• Can you compose a melody and chord progression in the keys of C major, G major, F major, A minor, E minor, and D minor?</li> <li>• Can you compose longer examples of basic forms, such as binary and ternary form?</li> <li>• Can you combine your understanding of these concepts and create a long form composition using a digital audio workstation of your choice?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• How to read time signatures and beat divisions on digital audio workstations</li> <li>• How to apply intervals and accidentals to various key signatures</li> <li>• How to compose a melody and chord progression in the keys of C major, G major, F major, A minor, E minor, and D minor.</li> <li>• How to compose longer examples of basic forms, such as binary and ternary form.</li> <li>• How to compose a long form composition using a digital audio workstation of your choice.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT read time signatures and beat divisions on digital audio workstations</li> <li>• SWBAT apply intervals and accidentals to various key signatures</li> </ul>

- SWBAT compose a melody and chord progression in the keys of C major, G major, F major, A minor, E minor, and D minor.
- SWBAT compose longer examples of basic forms, such as binary and ternary form.
- SWBAT compose a long form composition using a digital audio workstation of your choice.
- Career Exploration – Students will explore careers in the music industry.

<b>Assessment Evidence</b>	
<b>Formative</b>	Informal Observation Oral Question/Answer Responses Class Discussion Written Class Work Group Composition/Performance Individual Composition/Performance
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances, Unit 1 Composition.
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Computers Microsoft Office Interactive SmartBoard Digital Audio Workstations Guitars

Percussion Instruments  
Pianos/Keyboards  
Xylophones  
Interface  
Microphones  
Headphones  
Speakers  
Musical Scores  
Musical Recordings  
[Approved Class Resource List](#)

**Content & Interdisciplinary Standards**

**NJ 2020 SLS: Visual & Performing Art**

- 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.
- 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.
- 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.

**Visual and Performing Art Practices**

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

**NJ: 2016 SLS: English Language Arts**

- SL.6.1 , Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6.1a , Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1b , Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c , Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d , Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 , Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- RI.6.1 , Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- RI.6.3 , Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4 , Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- W.6.10 , Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
- 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

**Discipline**

**Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)**

Math

- 6.RP.A.1 , Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- 6.NS.A.1 , Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

<b>Unit Title</b>	Ancient Music
<b>Unit Duration</b>	18 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 2 explores early music history from Prehistoric Music to the Common Practice Period. The unit asks students to choose one historical time period to study and compose original music that fits the era according to their research. Student research will focus on the role of music in culture, instrumentation known to be popular/discovered at the time, and musical forms used during the chosen time period. The unit will culminate in a longer form composition that mimics their era’s musical style.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What role does music play in culture at different points in history?</li> <li>• How did technology during different historical eras impact the instrumentation and musical style of a culture/civilization?</li> </ul>



	<ul style="list-style-type: none"> <li>• What role did written language and written musical notation play in the music of different historical eras?</li> <li>• Can you creatively mimic musical styles based on your research of different historical eras?</li> <li>• Can you compose a longer form composition in your chosen era's style by incorporating music theory fundamentals?</li> <li>• Can you record/produce/mix your composition on a digital audio workstation to present a finished work?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• The role of music in culture at different points in history.</li> <li>• How technology during different historical eras impacted the instrumentation and musical style of a culture/civilization.</li> <li>• The role that written language and written musical notation played in the music of different historical eras.</li> <li>• How to creatively mimic musical styles based on research of different historical eras.</li> <li>• How to compose a longer form composition based on research and an understanding of music theory fundamentals.</li> <li>• How to record/produce/mix your composition on a digital audio workstation to present a finished work.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT identify the role of music in culture at different points in history.</li> <li>• SWBAT identify how technology during different historical eras impacted the instrumentation and musical style of a culture/civilization.</li> <li>• SWBAT identify and explain the role that written language and written musical notation played in the music of different historical eras.</li> <li>• SWBAT creatively mimic musical styles based on research of different historical eras.</li> <li>• SWBAT compose a longer form composition based on research and an understanding of music theory fundamentals.</li> <li>• SWBAT record/produce/mix your composition on a digital audio workstation to present a finished work.</li> </ul>

**Assessment Evidence**

<b>Formative</b>	Informal Observation Oral Question/Answer Responses Class Discussion Written Class Work Group Performance Individual Performance
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances, Unit 2 Composition
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Computers Microsoft Office Interactive SmartBoard Digital Audio Workstations Guitars Percussion Instruments Pianos/Keyboards Xylophones Interface Microphones Headphones Speakers Musical Scores Musical Recordings Digital Audio Workstations and related equipment Virtual and Software Instruments

Approved Class Resource List

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- 1.3A.8.P4d , Identify and explain how cultural and historical context informs performances and result in different musical effects.
- 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.
- 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.

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**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

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**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork

	<ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)</b>
Social Studies	<ul style="list-style-type: none"> <li>• 6.2.8.HistoryCC.1.b , Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>• 6.2.8.HistoryCC.1.c , Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>• 6.2.8.HistoryCC.1.d , Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</li> <li>• 6.2.8.HistorySE.1.a , Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</li> <li>• 6.2.8.HistoryCC.2.b , Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>• 6.2.8.GeoPP.3.b , Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</li> <li>• 6.2.8.HistoryCC.4.f , Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</li> <li>• 6.2.8.HistoryCC.4.g , Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</li> </ul>

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students’ Individual Needs**

<p style="text-align: center;"><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p style="text-align: center;"><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p style="text-align: center;"><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p style="text-align: center;"><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p style="text-align: center;"><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>

**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum



- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.