



West Windsor-Plainsboro Regional School District  
Music Cycle  
Grade 8

## Unit 1: Rhythm Composition/Medium & Texture Review

**Content Area: Music**

**Course & Grade Level: Music Cycle, Grade 8**

### Summary and Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become life-long music enthusiasts and broaden their perspectives.

They will be asked to make objective judgments forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.

Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Preparation and delivery are considered when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.

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### Recommended Pacing

7 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
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, and 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 a. 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.
<b>Performing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.8.Ith.1	Explain how the development and use of technology influences economic, political, social, and cultural issues
<b>Interdisciplinary Standards (Health and Physical Education)</b>	

2.1.8.EH.2

Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

**Instructional Focus**

**Unit Enduring Understandings**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Unit Essential Questions**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

**Objectives**

**When CREATING, we are learning to/that:**

- Create rhythmic patterns using Gordon syllables,
- Create short musical works via Bandlab or a similar program.
- Notate rhythmic patterns using traditional means, alternative notation (Bandlab, etc.)
- Create compositions using monophonic, homophonic or polyphonic texture.
- Notate rhythmic patterns using traditional means, alternative notation (Bandlab, etc.)
- Refine compositions using teacher and student generated criteria.
- Present compositions individually or collaboratively.

**When PERFORMING, we are learning to/that:**

- Provide feedback utilizing musical terminology for peer compositions.
- Discuss how evolution of music affects present day musical compositions.
- Present pieces on classroom instruments and music technology.
- Provide peer feedback utilizing musical terminology.
- Refine compositions to prepare for presentation using teacher and student generated criteria.
- Refine compositions to determine when music is ready to present via teacher and peer review.
- Present music individually and collaboratively.
- Discuss and demonstrate appropriate etiquette during peer presentations.

- Maintain professional demeanor when presenting.

**When RESPONDING, we are learning to/that:**

- Discuss how personal experiences influence composition.
- Verbalize personal response using elements of music.

**When CONNECTING, we are learning to/that:**

- Utilize skill set and individual preference to create music unique to each student.

**Evidence of Learning**

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

## Unit 2: Remix Project/Music Tech Review

**Content Area: Music**

**Course & Grade Level: Music Cycle, Grade 8**

### Summary and Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become life-long music enthusiasts and broaden their perspectives.

They will be asked to make objective judgments forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.

Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Preparation and delivery are considered when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.

Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Preparation and delivery are considered when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.

### Recommended Pacing

9 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
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, and 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 a. 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.
<b>Performing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills relate 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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues
<b>Interdisciplinary Standards (Health and Physical Education)</b>	
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> <li>● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do musicians generate creative ideas?</li> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> <li>● How do performers select repertoire?</li> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>● How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>● How do we discern the musical creators’ and performers’ expressive intent?</li> <li>● How do we judge the quality of musical work(s) and performance(s)?</li> <li>● How do musicians make meaningful connections to creating, performing, and responding?</li> <li>● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, we are learning to/that:</b>	
<ul style="list-style-type: none"> <li>● Create short musical works via Bandlab or a similar program.</li> </ul>	



- Identify and create harmonic accompaniment. (I, IV, V)
- Create compositions using monophonic, homophonic or polyphonic texture.
- Notate rhythmic patterns using traditional means, alternative notation (Bandlab, etc.)
- Refine compositions using teacher and student generated criteria.
- Present compositions individually or collaboratively.

**When PERFORMING, we are learning to/that:**

- Provide feedback utilizing musical terminology for peer compositions.
- Discuss how evolution of music affects present day musical compositions.
- Present pieces on classroom instruments and music technology.
- Provide peer feedback utilizing musical terminology.
- Refine compositions to prepare for presentation using teacher and student generated criteria.
- Refine compositions to determine when music is ready to present via teacher and peer review.
- Present music individually and collaboratively.
- Discuss and demonstrate appropriate etiquette during peer presentations.
- Maintain professional demeanor when presenting.

**When RESPONDING, we are learning to/that:**

- Listen and analyze music from a variety of genres, cultures and historical eras.
- Discuss how personal experiences influence composition.
- Verbalize personal response using elements of music.

**When CONNECTING, we are learning to/that:**

- Utilize skill set and individual preference to create music unique to each student.
- Articulate characteristics of compositional inspiration.

**Evidence of Learning**

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

### Unit 3: Inspiration Project

**Content Area: Music**

**Course & Grade Level: Music Cycle, Grade 8**

#### Summary and Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

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They will be asked to make objective judgments forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.

Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Preparation and delivery are considered when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.

Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Preparation and delivery are considered when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations.

#### Recommended Pacing

14 days

#### New Jersey Student Learning Standards for Visual & Performing Arts

##### Creating

CPI #	Cumulative Progress Indicator (CPI)
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, and 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 a. 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.
<b>Performing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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 or 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.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills relate 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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	

<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues
<b>Interdisciplinary Standards (Health and Physical Education)</b>	
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> <li>● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do musicians generate creative ideas?</li> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> <li>● How do performers select repertoire?</li> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>● How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>● How do we discern the musical creators’ and performers’ expressive intent?</li> <li>● How do we judge the quality of musical work(s) and performance(s)?</li> </ul>	

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Objectives**

**When CREATING, we are learning to/that:**

- Create melodic phrases within specified guidelines. (Assigned tonality and chord structure)
- Create melodic phrases within specified guidelines. (Motive, sequence)
- Identify and create harmonic accompaniment. (I, IV, V)
- Notate rhythmic patterns using traditional means, alternative notation (Bandlab, etc.)
- Notate melody using either standard or stick notation.
- Notate harmonic accompaniment using standard or alternative notation.
- Compose melody guided by student selected inspiration.
- Create compositions using monophonic, homophonic or polyphonic texture.
- Notate rhythmic patterns using traditional means, alternative notation (Bandlab, etc.)
- Notate melody using either standard or alternative notation.
- Notate harmonic accompaniment using standard or alternative notation.
- Refine compositions using teacher and student generated criteria.
- Present compositions individually or collaboratively.

**When PERFORMING, we are learning to/that:**

- Provide feedback utilizing musical terminology for peer compositions.
- Discuss how evolution of music affects present day musical compositions.
- Present pieces on classroom instruments and music technology.
- Provide peer feedback utilizing musical terminology.
- Refine compositions to prepare for presentation using teacher and student generated criteria.
- Refine compositions to determine when music is ready to present via teacher and peer review.
- Present music individually and collaboratively.
- Discuss and demonstrate appropriate etiquette during peer presentations.
- Maintain professional demeanor when presenting.

**When RESPONDING, we are learning to/that:**

- Relate elements of music to inspiration of a given piece.
- Relate elements of music to inspiration and form of a given piece.
- Listen and analyze music from a variety of genres, cultures and historical eras.
- Discuss how personal experiences influence composition.
- Verbalize personal response using elements of music.

**When CONNECTING, we are learning to/that:**

- Utilize skill set and individual preference to create music unique to each student.
- Articulate characteristics of compositional inspiration.

**Evidence of Learning**

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

