

# BLOOMINGDALE PUBLIC SCHOOLS



## Instrumental Music GRADE 6-8

**Adapted from:**  
2020 New Jersey Student Learning Standards  
Visual & Performing Arts

**Approval Date:**  
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# **BLOOMINGDALE PUBLIC SCHOOLS**

## **Instrumental Music - Grades 6-8**

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### **I. OVERVIEW**

Music is more necessary than ever as a way to add joy and fulfillment. Performing groups become ideal activities for expanding the student's general musicianship and for providing specialized musical growth throughout one's musical education. Public performances within the community are desirable from a musical standpoint, as well as from the point of view of good public relations. Although public performances display selected skills, the performance alone is not representative of all of the program goals. The principal objectives of performing groups are to help students find values through aesthetic experiences, provide effective mediums through which students can relate to each other, motivate the students to explore a variety of musical literature in order to discover the value of music as a desirable mode of expression, and acquaint the students with their musical heritage as well as the multicultural fabric of their peers.

This current Course of Study will also show the alignment to the New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts (1.1-1.4) and Technology (8.1/8.2). A variety of assessment strategies, including peer-to-peer monitoring and informal small group and/or individual performance (during homogenous and heterogenous lessons), in combination with traditional methods will provide a complete picture of student performance and progress. Questioning that is representative of conceptual understanding, application and written explanations such as those found in the NJSLA state assessment are methodologies that help the teacher assess student understanding of concepts.

### **II. RATIONALE**

The Visual and Performing Arts strive to ensure that all students cultivate a sense of creativity and explore various facets of self-expression through the different art disciplines: Visual arts, Music, Dance and Theater. Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities, and perform better on standardized tests. More importantly, the Visual and Performing Arts will provide students the opportunities to explore authentic works of art, interdisciplinary collaborations and connections, use of technology to enhance their creative innovations and prepare them to be successful in the 21st century. Students will learn the development and influence of the arts throughout history and across cultures. Through study and experience in producing works of art and participating in performances, students will learn the elements of art, principles of design, and communication of thoughts and feelings nonverbally through music involving higher order thinking skills.

### **III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

Bloomington Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

### **IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

*As a result of Bloomington Music Education, students will be able to...*

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- Establish and reinforce correct posture both standing and sitting to allow the students to play with free air flow as well as comfort
- Develop aural skills necessary for tuning instruments and performing repertoire with accurate intonation
- Develop skills unique to the students band instrument
- Develop rhythmic skills in order to accurately perform their music
- Increase accuracy in the areas of note reading, musical terms and symbols in order to help interpret and perform repertoire either sight-reading or with practicing
- Develop levels of musicality/expression during performances
- Increase historical awareness and cultural contexts of varied band literature and solo works
- Develop ability to perform in an ensemble, understand and follow conducting gestures and demonstrate flexibility with regards to tempo, balance, and styles
- Develop analytical skills for evaluating individual and group performances of varied repertoire

#### **V. Links to NEW JERSEY STUDENT LEARNING STANDARDS**

- [Visual and Performing Arts](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)
- [21st Century Life and Careers](#)

#### **VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language

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skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

### **VII. 21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### **VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

### **IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

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### **SCOPE AND SEQUENCE**

#### ***(Pacing Guide)***

Detailed within each unit below

#### **Descriptors for Middle School Proficiency Levels in Music**

At the middle school level (grades 5–8), students may be building on their K–5 experiences or trying a new music specialization based on their interests and course offerings. As a result, the Traditional and Emerging Ensemble and Guitar, Keyboard and Harmonizing Instrument standards describe two levels of attainment: novice and intermediate.

**Novice:** Students at the novice level have started specialization in an instrument of their choice. They are beginning to develop the basic artistic understanding of the technique and expressive skills that are necessary to advance their skill level. Novice level students should participate in performance opportunities suitable to their skill level. Their curiosity in music begins their journey toward personal realization and well-being.

**Intermediate:** Students at the intermediate level are continuing to study in their chosen instrument. Their development continues in artistic understanding and technical and expressive skills enabling the student to begin to independently and collaboratively create, perform, and respond at their given skill level. Intermediate level students should participate in performance opportunities that correspond to their skill level. Through continued study of music, they continue their journey toward personal realization and well-being.

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<b>UNIT 1</b>	
<i>Sound &amp; Harmony</i>	
<b>Unit Goals</b>	
<b>NJSLS Subject Area Standards:</b>	
<p>1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities prepared and improvised performances of a varied repertoire of music</p> <p>1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles</p>	
<b>Literacy Companion Standards (Grades 6-12 only)</b>	
<i>Reading</i>	<i>Writing</i>
<p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently</p>	<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>
<b>Computer Science and Design Thinking (Standard 8)</b>	
<i>8.1 Computer Science</i>	<i>8.2 Design Thinking</i>
	<p>8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.</p> <p>8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p>
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>	

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<i>9.1 Personal Financial Literacy</i>	<i>9.2 Career Awareness, Exploration, Preparation, and Training</i>	<i>9.4 Life Literacies and Key Skills</i>
	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p>	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
<b><u>Career Ready Practices</u></b>		
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b><u>Essential Questions:</u></b>		
<ul style="list-style-type: none"> <li>● Why is it important to have a quality sound on an instrument and in an ensemble?</li> <li>● How do you recognize a “good” sound?</li> <li>● What constitutes a “quality” or “good” sound?</li> <li>● How can the musician use peer feedback to improve sound quality?</li> <li>● What practices or techniques can an instrumentalist use to improve sound quality?</li> </ul>		

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- To what extent do habits such as posture, instrument positioning, embouchure, breath control impact sound quality?

### Learning Objectives:

(\*number of objectives should be equivalent to the length of the unit\*)

#### Students will be able to:

- Demonstrate proper playing habits, including posture and hand positioning for their instrument
- Perform on their instrument utilizing and understanding how to form a correct embouchure
- Demonstrate the proper use of breath control and diaphragmatic breathing to support their sound
- Identify and demonstrate pitches on the staff both in treble and/or bass clefs
- Warm up mentally and physically on their instruments with musical objectives in mind
- Recognize the difference between a quality musical sound and an inadequate sound
- Demonstrate the ability to balance their sound within their section and in the overall ensemble
- Identify major and minor chords
- Perform independently while other play similar or contrasting music
- Demonstrate the ability to match pitch as individuals and in an ensemble
- Utilize electronic tuners in aiding their identification of their relative pitch (i.e. being sharp, flat, or 'in tune')

### Unit Content

Topic/Content Skills	Assessment	Resources
Posture, Hand Positioning, Embouchure	Teacher Observation, Student Analysis	Instrument, Method Book, Handouts, Videos
Identifying, Demonstrating Pitches	Teacher Observation	Instrument, Method Book, Handouts
Warm up Methods	Teacher Observation and Peer Evaluation	Instrument, Method Book, Handouts
Quality of Sound	Teacher Observation, Student Analysis	Instrument
Balance	Teacher Observation, Peer and Self Analysis	Instrument, Method Book, Concert Music
Basic Harmonic Identification	Critical Analysis Teacher Observation	Instrument, Method Book, Concert Music
Performing Independently	Teacher Observation, Peer and Self Analysis	Instrument, Method Book, Concert Music
Pitch Matching	Teacher Observation, Peer and Self Analysis	Instrument, Electronic Tuner

### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

#### Special Education:

Provide modified notes and access to extra copies online  
 Provide oral reminders and check student work during independent work time  
 Model skills/techniques to be mastered  
 Check and sign assignment planner  
 Preferential seating  
 Pair visual prompts with verbal presentations  
 Modified or scaffolded homework and classwork



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Extended time as needed  
Provide graphic organizers and study guides

**English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

**At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed  
Provide short breaks within the lesson  
Provide scaffolding for students

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**UNIT 2**

*Technique*

**Unit Goals**

**NJSLS Subject Area Standards:**

1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances

1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities prepared and improvised performances of a varied repertoire of music

1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles

**Literacy Companion Standards (Grades 6-12 only)**

*Reading*

*Writing*

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  
 RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.  
 RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**Computer Science and Design Thinking (Standard 8)**

*8.1 Computer Science*

*8.2 Design Thinking*

8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.

8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.

8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

**Career Readiness, Life Literacies, and Key Skills (Standard 9)**

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<i>9.1 Personal Financial Literacy</i>	<i>9.2 Career Awareness, Exploration, Preparation, and Training</i>	<i>9.4 Life Literacies and Key Skills</i>
	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
<b>Career Ready Practices</b>		
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>● Why is it important to play on pitch, use correct fingerings, use correct articulations, and play with appropriate dynamics?</li> <li>● How do you tell your story in performing music without words?</li> <li>● What purpose do “dynamics” and “articulations” serve when telling a musical story?</li> <li>● How do scales prepare the player for concert music?</li> </ul>		
<b>Learning Objectives:</b>		
<b>(*number of objectives should be equivalent to the length of the unit*)</b>		

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**Students will be able to:**

- Perform musical phrases and sections through a large dynamics range as individuals, in sections, and as an ensemble
- Demonstrate their understanding of the musical terminology in regard to dynamics through performance (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo)
- Perform their concert music including most of the written articulations
- Understand and be able to explain the differences in how to perform most of the articulations
- Demonstrate their understanding through performance of the musical terminology in regard to articulations including: Staccato, Tenuto, Accents, Slurs, etc.
- Analyze a musical phrase in their concert music to determine where to breathe (phrasing)
- Perform select major scales with correct notes at a moderate speed in a comfortable range
- Identify major key signatures up to 4 flats and 2 sharps to demonstrate their understanding and technical proficiency
- Identify the order of accidentals in the key signature
- Utilize appropriate software (SmartMusic) in lessons and individual practice, which aid in improving their technical skills

### Unit Sequence

Topic/Content Skills	Assessment	Resource
Dynamics	Teacher Observation, Peer and Self Analysis	Instrument, Method Book, Concert Music
Articulation	Teacher Observation, Peer and Self Analysis	Instrument, Method Book, Concert Music
Phrasing	Teacher Observation, Peer and Self Analysis	Instrument, Method Book, Concert Music
Scales	Teacher Observation, Peer and Self Analysis	Instrument, Method Book, Handout
Key Signatures	Teacher Observation	Instrument, Method Book, Concert Music, Handout

### Assessments (Evidence of Learning)

Formative Assessments	Summative Assessments	Benchmarks	Alternative Assessments
Quizzes Class Discussion Exit Slips Performance Self-Reflection Peer Critique	Teacher Observation and Evaluation with Teacher Observation Rubric Self-Evaluation	Auditions Formal Performance Review and Critique	Performance Video Recording Performance Critique Improvisation

### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

**Special Education:**

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

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### **English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

### **Students with 504 Plans**

Provide extended time as needed  
Provide short breaks within the lesson  
Provide scaffolding for students

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**UNIT 3**

*Rhythm*

**Unit Goals**

**Literacy Companion Standards (Grades 6-12 only)**

*Reading*

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  
 RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.  
 RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently

*Writing*

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**Computer Science and Design Thinking (Standard 8)**

*8.1 Computer Science*

*8.2 Design Thinking*

8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.  
  
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**Career Readiness, Life Literacies, and Key Skills (Standard 9)**

*9.1 Personal Financial Literacy*

*9.2 Career Awareness, Exploration, Preparation, and Training*

*9.4 Life Literacies and Key Skills*

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).  
  
 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries  
  
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 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

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		9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
<b>Career Ready Practices</b>		
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>● Why is understanding rhythm important when performing music?</li> <li>● Is rhythm something written or something felt?</li> <li>● What rhythmic information do we learn from reading the time signature?</li> <li>● What impact does tempo have on the complexity of a rhythmic pattern?</li> <li>● Does that impact change how a piece of music is perceived?</li> </ul>		
<b>Learning Objectives:</b>		
(*number of objectives should be equivalent to the length of the unit*)		
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Maintain a steady beat in performance</li> <li>● Understand, count, and perform rhythms including Whole, Half, Quarter, Eighth, and Sixteenth notes on a single pitch and on varying pitches</li> <li>● Understand, count, and perform rhythms including Whole, Half, Quarter, Eighth, and Sixteenth rests</li> <li>● Understand, count, and perform dotted rhythms and rests</li> <li>● Demonstrate understanding of rhythms including ties</li> <li>● Recognize and perform rhythms including syncopation</li> <li>● Understand and perform rhythms at varying tempi</li> <li>● Understand, count, and perform rhythms including Quarter and Eighth note triplet patterns</li> <li>● Understand, count, and perform rhythms including Quarter and Eighth note triplet rest patterns</li> <li>● Demonstrate understanding of subdivision</li> <li>● Read music in Simple Meter (4/4, 3/4, 2/4, etc.)</li> <li>● Read music in Compound Meter (6/8, 9/8, 12/8, etc.)</li> <li>● Read music that includes time signature changes</li> <li>● Demonstrate understanding of tempo markings and terminology (i.e. Largo, Andante, Moderato, Allegro, Presto, etc.)</li> <li>● Demonstrate understand of markings and terminology that change the tempo (i.e. Ritardano, Accelerando, etc.)</li> <li>● Read music that includes tempo changes</li> <li>● Understand how to use a metronome to determine accurate tempi and rhythmic performance</li> </ul>		
<b>Unit Content</b>		
<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Resource</b>

## BLOOMINGDALE PUBLIC SCHOOLS

### Instrumental Music - Grades 6-8

Steady Beat	<u>Teacher Observation</u> , Peer and Self Analysis	Concert Music, Recordings, Handouts
Duple Beat Division/Notation	Teacher Observation, Peer and Self Analysis	Concert Music, Recordings, Handouts
Triple Beat Division/Notation	Teacher Observation, Peer and Self Analysis	Concert Music, Recordings, Handouts
Dotted Rhythms/Syncopation	Teacher Observation, Peer and Self Analysis	Concert Music, Recordings, Handouts
Meter (Simple, Compound)	Teacher Observation, Peer and Self Analysis	Concert Music, Recordings, Handouts
Tempo	Teacher Observation, Peer and Self Analysis	Concert Music, Recordings, Handouts

#### Assessments (Evidence of Learning)

Formative Assessments	Summative Assessments	Benchmarks	Alternative Assessments
Quizzes Class Discussion Exit Slips Performance Self-Reflection Peer Critique	Teacher Observation and Evaluation with Teacher Observation Rubric Self-Evaluation	Auditions Formal Performance Review and Critique	Performance Video Recording Performance Critique Improvisation

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### **Special Education:**

Provide modified notes and access to extra copies online  
 Provide oral reminders and check student work during independent work time  
 Model skills/techniques to be mastered  
 Check and sign assignment planner  
 Preferential seating  
 Pair visual prompts with verbal presentations  
 Modified or scaffolded homework and classwork  
 Extended time as needed  
 Provide graphic organizers and study guides

##### **English Learners:**

Provide scaffolded assignments and assessments  
 Pair visual prompts with visual presentations  
 Check and sign assignment planner  
 Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
 Extended time for assignment and assessment as needed  
 Highlight key vocabulary  
 Use graphic organizers  
 Provide verbal and written directions  
 Preferential seating with a English-speaking peer

##### **At Risk of Failure:**



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**Instrumental Music - Grades 6-8**

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Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed  
Provide short breaks within the lesson  
Provide scaffolding for students

**BLOOMINGDALE PUBLIC SCHOOLS**  
**Instrumental Music - Grades 6-8**

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**UNIT 4**

*Style*

**Unit Goals**

**NJSLS Subject Area Standards:**

1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances

1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities prepared and improvised performances of a varied repertoire of music

1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles

1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context

1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate)

1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate)

**Literacy Companion Standards (Grades 6-12 only)**

*Reading*

*Writing*

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  
 RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.  
 RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**Computer Science and Design Thinking (Standard 8)**

*8.1 Computer Science*

*8.2 Design Thinking*

# BLOOMINGDALE PUBLIC SCHOOLS

## Instrumental Music - Grades 6-8

	<p>8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.</p> <p>8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p>	
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>		
<i>9.1 Personal Financial Literacy</i>	<i>9.2 Career Awareness, Exploration, Preparation, and Training</i>	<i>9.4 Life Literacies and Key Skills</i>
	<ul style="list-style-type: none"> <li>• 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> </ul>	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
<b>Career Ready Practices</b>		
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How is playing making music essentially different from playing notes and rhythms?</li> </ul>		

## BLOOMINGDALE PUBLIC SCHOOLS

### Instrumental Music - Grades 6-8

- What is “musicality”?
- How does establishing musicality help improve students’ performances both independently and with others?
- How does a musician evoke emotion while performing?
- What musical elements does a composer use to create emotional music?

#### Learning Objectives:

(\*number of objectives should be equivalent to the length of the unit\*)

#### Students will be able to:

- Perform concert music while understanding how to balance the sound in regard to the Sound Pyramid
- Perform concert music with awareness of his/her/their instrument’s relationship to the ensemble (melody, accompaniment, bass line)
- Describe an emotional response to music after listening to a professional performance or recording
- Perform concert music and lesson etudes with all the style markings in order to create an emotional response from the listeners
- Label major sections of music (AB, ABA)
- Use his/her/their creativity to explore the composer's intent in creating a particular piece of music
- Understand or generate a story about a piece of music and use that knowledge or imagery to enhance the stylistic interpretation of the piece
- Synthesize all of the components related to communicating emotion in music, applying their knowledge of dynamics, phrasing, tempo markings, style markings, and articulations.

#### Unit Content

Topic/Content Skills	Assessment	Resource
Balance	Teacher Observation, Self Analysis, Rubric	Concert Music, Handouts/Board
Style Markings	Teacher Observation, Self Analysis, Rubric	Concert Music, Method Book, Recordings, Handouts/Board
Form	Teacher Observation, Student Checklist	Concert Music, Recordings
Composer’s Intent/Storyline	Teacher Observation, Written Work, Peer Discussion	Concert Music, Recordings, Handouts/Board
Musicality	Teacher Observation, Self Analysis, Teacher Observation,	Concert Music, Method Book, Recordings, Handouts/Board
Synthesis	Teacher Observation, Self Analysis, Rubric	Concert Music, Method Book, Recordings

#### Assessments (Evidence of Learning)

Formative Assessments	Summative Assessments	Benchmarks	Alternative Assessments
Quizzes Class Discussion Exit Slips Performance Self-Reflection Peer Critique	Teacher Observation and Evaluation with <u>Teacher Observation</u> Rubric Self-Evaluation	Auditions Formal Performance Review and Critique	Performance Video Recording Performance Critique Improvisation

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

#### Special Education:

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Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

**English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

**At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed  
Provide short breaks within the lesson  
Provide scaffolding for students

**Unit Five**

**Practice, Responsibility, and Organization**

**Unit Goals**

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**NJSLS Subject Area Standards:**

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

1.3C12nov.Cn10a/1.3C12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

**Literacy Companion Standards (Grades 6-12 only)**

<i>Reading</i>	<i>Writing</i>
<p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently</p>	<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>

**Computer Science and Design Thinking (Standard 8)**

<i>8.1 Computer Science</i>	<i>8.2 Design Thinking</i>
	<p>8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.</p> <p>8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p>

**Career Readiness, Life Literacies, and Key Skills (Standard 9)**

<i>9.1 Personal Financial Literacy</i>	<i>9.2 Career Awareness, Exploration, Preparation, and Training</i>	<i>9.4 Life Literacies and Key Skills</i>
	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p>	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p>

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		<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
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**Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Essential Questions:**

- Why is it important for students to understand the importance of practicing, caring for, and bringing necessary equipment needed for instrumental music, and attending all sessions?
- What makes for a successful at-home practice session?
- What are some ways to be successful in band as well as your other academic classes?
- How does being a musician prepare you for other aspects of life?

**Learning Objectives:**

(\*number of objectives should be equivalent to the length of the unit\*)

**Students will be able to:**

- Plan out at-home practice sessions
- Practice their music effectively at home
- Read and follow weekly rotating music schedule
- Develop organizational skills
- Remember necessary equipment for all rehearsals, lessons, and concerts
- Demonstrate proper instrument care
- Recognize the importance of individual practice in developing one's own musical skills
- Recognize the importance of individual practice in developing a successful ensemble
- Develop and demonstrate a sense of discipline and cooperation
- Successfully manage their work and time within school and outside while succeeding in all areas of their education

**Unit Content**

Topic/Content Skills	Assessment	Resource
Practicing	Teacher Observation , Self Analysis	Practice Chart, Concert Music, Method Book, Instrument, Handouts
Responsibility	Teacher Observation, Self Analysis	Lesson Tracker, Practice Chart, Instrument, Method Book

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### Instrumental Music - Grades 6-8

Organization	Teacher Observation, Self Analysis	Lesson Tracker, Practice Chart, Instrument, Method Book
Disciple and Cooperation	Teacher Observation, Self Analysis, Peer Observation	Lesson Tracker, Practice Chart,
Instrument Care	Teacher Observation, Self Analysis	Instrument and Accessories

#### Assessments (Evidence of Learning)

Formative Assessments	Summative Assessments	Benchmarks	Alternative Assessments
Quizzes Class Discussion Exit Slips Performance Self-Reflection Peer Critique	Teacher Observation and Evaluation with Teacher Observation Rubric  Self-Evaluation	Auditions Formal Performance Review and Critique	Performance Video Recording Performance Critique Improvisation

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### **Special Education:**

Provide modified notes and access to extra copies online  
 Provide oral reminders and check student work during independent work time  
 Model skills/techniques to be mastered  
 Check and sign assignment planner  
 Preferential seating  
 Pair visual prompts with verbal presentations  
 Modified or scaffolded homework and classwork  
 Extended time as needed  
 Provide graphic organizers and study guides

##### **English Learners:**

Provide scaffolded assignments and assessments  
 Pair visual prompts with visual presentations  
 Check and sign assignment planner  
 Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
 Extended time for assignment and assessment as needed  
 Highlight key vocabulary  
 Use graphic organizers  
 Provide verbal and written directions  
 Preferential seating with a English-speaking peer

##### **At Risk of Failure:**

Check and sign assignment planner  
 Encourage class participation and reinforce skills  
 Model skills and assignments  
 Extended to time to complete class work  
 Preferential seating  
 Provide extra help outside of class and 1:1 instruction when needed  
 Communicate regularly with students' other teachers  
 Provide positive feedback for tasks well done



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Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed

Provide short breaks within the lesson

Provide scaffolding for students

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**UNIT 6**

**Individual & Ensemble Performance**

**Unit Goals**

**NJSLS Subject Area Standards:**

1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-proved criteria

1.3C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria

1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble

1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances

1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble

1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate) how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances

1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music

1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles

1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context

1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music

1.3C.12int.Re7a: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context

1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music

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1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis and context on the evaluation of music		
1.3C.12int.Re9b: Explain the influence of experiences, analysis and context on interest in and evaluation of music		
<b>Literacy Companion Standards (Grades 6-12 only)</b>		
<i>Reading</i>		<i>Writing</i>
<p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently</p>		<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>
<b>Computer Science and Design Thinking (Standard 8)</b>		
<i>8.1 Computer Science</i>		<i>8.2 Design Thinking</i>
		<p>8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.</p> <p>8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p>
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>		
<i>9.1 Personal Financial Literacy</i>	<i>9.2 Career Awareness, Exploration, Preparation, and Training</i>	<i>9.4 Life Literacies and Key Skills</i>
	<ul style="list-style-type: none"> <li>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> </ul>	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and</p>

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		<p>perspectives through active discussions to achieve a group goal</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
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**Career Ready Practices**

**Essential Questions:**

- How do you engage an audience member?
- Why is it important for students to evaluate various performances, such as self, group, and other performances?
- What makes a quality performance?
- What is the role of the “conductor” in an ensemble?
- How do you build consistency in performance?
- How do you plan an effective performance?

**Learning Objectives:**

(\*number of objectives should be equivalent to the length of the unit\*)

**Students will be able to:**

- Identify and evaluate quality and effective performances
- Evaluate a performance, composition/arrangement, and improvisation
- Identify similarities and differences between adequate sounds
- Identify similarities and differences with dynamics and sounds
- Identify sections of concert music that need more rehearsing
- Evaluate our rehearsals and performances
- Understand how to solidify their performance details (i.e. shaping phrases, observing performance markings)
- Perform as individuals and understand how that relates to performing in a section of like instruments
- Perform in their section and understand how that role fits in with the overall ensemble in creating a well-rounded performance
- Perform with increased consistency
- Identify various conducting patterns
- Understand the challenges in conducting an ensemble
- Understand and interpret a conductor’s gestures as much as possible
- Identify the difference between looking, sounding, and acting professional and looking, sounding, and acting like an amateur
- Understand what it means to be a good audience member
- Understand how to plan a concert, including: Programming, Aesthetics, Seating Arrangements, etc.
- Identify and understand the stress involved in performing as well as how to manage that stress
- Correlate musical performance and school spirit and sense of community
- Connect musical performance with teamwork, leadership, and peer support and time management

**Unit Content**

Topic/Content Skills	Assessment	Resource
Individual Performance Detail	Teacher Observation, Peer and Self Analysis, Reflection	Concert Music, Instrument, Method Book, Recordings
Ensemble Performance Detail	Teacher Observation, Peer and Self Analysis, Reflection	Concert Music, Instrument, Recordings

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### Instrumental Music - Grades 6-8

Professionalism	Teacher Observation, Peer and Self Analysis	Concert Music, Instrument, Method Book, Recordings
Listening for Understanding	Teacher Observation, Peer and Self Analysis	Concert Music, Instrument, Method Book, Recordings
Conducting	Teacher Observation, Peer and Self Analysis	Concert Music, Instrument, Method Book, Recordings
Public Performance	Teacher Observation, Peer and Self Analysis, Reflection	Concert Music, Instrument, Method Book, Recordings
Performance/Rehearsal Evaluation	Teacher Observation, Peer and Self Analysis, Reflection	Concert Music, Instrument, Method Book, Recordings
Concert Planning	Teacher Observation, Peer and Self Analysis	Concert Music, Instrument, Method Book, Recordings

#### Assessments (Evidence of Learning)

Formative Assessments	Summative Assessments	Benchmarks	Alternative Assessments
Quizzes Class Discussion Exit Slips Performance Self-Reflection Peer Critique	Teacher Observation and Evaluation with Teacher Observation Rubric  Self-Evaluation	Auditions Formal Performance Review and Critique	Performance Video Recording Performance Critique Improvisation

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### **Special Education:**

Provide modified notes and access to extra copies online  
 Provide oral reminders and check student work during independent work time  
 Model skills/techniques to be mastered  
 Check and sign assignment planner  
 Preferential seating  
 Pair visual prompts with verbal presentations  
 Modified or scaffolded homework and classwork  
 Extended time as needed  
 Provide graphic organizers and study guides

##### **English Learners:**

Provide scaffolded assignments and assessments  
 Pair visual prompts with visual presentations  
 Check and sign assignment planner  
 Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
 Extended time for assignment and assessment as needed  
 Highlight key vocabulary  
 Use graphic organizers  
 Provide verbal and written directions  
 Preferential seating with a English-speaking peer

##### **At Risk of Failure:**

Check and sign assignment planner  
 Encourage class participation and reinforce skills  
 Model skills and assignments

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Extended time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed

Provide short breaks within the lesson

Provide scaffolding for students

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**Instrumental Music - Grades 6-8**

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**UNIT 7**

**Literature, History, and Culture**

**Unit Goals**

**NJSLS Subject Area Standards:**

1.3C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal

1.3C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal

1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal

1.3C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal

1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal

1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristic of music or texts studied in rehearsal

1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances

1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances

1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music

1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music

1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate)

1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate)

1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music

1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music

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1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life

1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life

1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life

**Literacy Companion Standards (Grades 6-12 only)**

<i>Reading</i>	<i>Writing</i>
<p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently</p>	<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>

**Computer Science and Design Thinking (Standard 8)**

<i>8.1 Computer Science</i>	<i>8.2 Design Thinking</i>
	<p>8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.</p> <p>8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p>

**Career Readiness, Life Literacies, and Key Skills (Standard 9)**

<i>9.1 Personal Financial Literacy</i>	<i>9.2 Career Awareness, Exploration, Preparation, and Training</i>	<i>9.4 Life Literacies and Key Skills</i>
	<ul style="list-style-type: none"> <li>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> </ul>	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p>



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		<p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
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**Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Essential Questions:**

- Why is it important for students to understand music's relation to history and culture?
- Are there differences, other than instrumentation, between music written today and music written 100 years ago?
- How does music differ from culture to culture?
- How has music given a voice to disenfranchised communities?
- What impact has music had on societal change?
- What makes a piece of music more difficult than another?

**Learning Objectives:**

(\*number of objectives should be equivalent to the length of the unit\*)

**Students will be able to:**

- Identify examples of music from different historical periods and cultures by genre or style
- Identify and describe different music elements unique to western and non-western cultural pieces
- Identify why certain pieces were written and their impact on our culture or society (i.e particular event occurred during historical period)
- Identify certain sections in a piece that might reflect what was happening with culture or society
- Understand the role of music/musicians in cultural and societal change (i.e. Civil Rights, LGBTQ+, Social Justice movements)

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### Instrumental Music - Grades 6-8

- Create music in the style of various cultures and genres
- Perform music from the standard Concert Band repertoire
- Understand or develop a procedure for successful sight-reading
- Identify the difficult level of a piece of music or etude based on their understanding of musical concepts

#### Unit Content

Topic/Content Skills	Assessment	Resource
Identify Genres and Styles	Teacher Observation, Self Analysis, Peer Observation	Concert Music, Method Book, Recordings
Elements in Cultural Music	Teacher Observation, Self Analysis, Peer Observation	Concert Music, Method Book, Recording
Music's Role in Societal Change	Teacher Observation, Self Analysis, Peer Observation	Concert Music, Method Book, Recording
Sight-Reading	Teacher Observation, Self and Peer Analysis	Concert Music, Method Book, Recording
Difficulty	Teacher Observation, Self Analysis, Peer Observation	Concert Music, Method Book, Recording

#### Assessments (Evidence of Learning)

Formative Assessments	Summative Assessments	Benchmarks	Alternative Assessments
Quizzes Class Discussion Exit Slips Performance Self-Reflection Peer Critique	Teacher Observation and Evaluation with Teacher Observation Rubric  Self-Evaluation	Auditions Formal Performance Review and Critique	Performance Video Recording Performance Critique Improvisation

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### **Special Education:**

Provide modified notes and access to extra copies online  
 Provide oral reminders and check student work during independent work time  
 Model skills/techniques to be mastered  
 Check and sign assignment planner  
 Preferential seating  
 Pair visual prompts with verbal presentations  
 Modified or scaffolded homework and classwork  
 Extended time as needed  
 Provide graphic organizers and study guides

##### **English Learners:**

Provide scaffolded assignments and assessments  
 Pair visual prompts with visual presentations  
 Check and sign assignment planner  
 Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
 Extended time for assignment and assessment as needed  
 Highlight key vocabulary  
 Use graphic organizers  
 Provide verbal and written directions  
 Preferential seating with a English-speaking peer

## BLOOMINGDALE PUBLIC SCHOOLS

### Instrumental Music - Grades 6-8

#### At Risk of Failure:

- Check and sign assignment planner
- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating
- Provide extra help outside of class and 1:1 instruction when needed
- Communicate regularly with students' other teachers
- Provide positive feedback for tasks well done
- Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### Gifted and Talented:

- Pose higher-level thinking questions
- Provide higher level reading and writing materials for literacy based activities
- Probe student to extend thinking beyond the text or connect two or more texts
- Provide alternate or project-based assessments and assignments

#### Students with 504 Plans

- Provide extended time as needed
- Provide short breaks within the lesson
- Provide scaffolding for students

Sample Performance Rubric

CATEGORY	Excellent 10	Strong 8-9	Fair 5-7	Needs Improvement 2-4	Unsatisfactory 0-1
<b>PERFORMANCE</b> <ul style="list-style-type: none"> <li>▪ Tone quality</li> <li>▪ Posture</li> <li>▪ Note Reading</li> <li>▪ Musicianship</li> </ul>	Student is a model musician who performs all assigned music accurately with proper technique and posture	Student is able to perform all assigned music with minimal errors and with good technique and posture	Student has a fair grasp on the assigned music and related concepts but struggles with consistency	Student is unfamiliar with the assigned music and related concepts making frequent and repetitive mistakes	Student has limited or no understanding of the music or the instrument
<b>PREPARATION</b> <ul style="list-style-type: none"> <li>▪ Practice assignments</li> <li>▪ Materials (Instrument, book, binder, pencil)</li> </ul>	Student comes to lesson with <b>all</b> the proper materials and has prepared <b>all</b> the practice assignments	Student comes to lesson with <b>most or all</b> the proper materials and has prepared <b>most</b> practice assignments	Student comes to lesson missing <b>some</b> materials and has prepared <b>some</b> practice assignments	Student comes to lesson missing most or all materials and has not prepared practice assignments	Student comes to lesson missing most all materials and has not prepared practice assignments
<b>PARTICIPATION</b> <ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Attitude</li> <li>▪ Willingness to work</li> <li>▪ Listening</li> </ul>	Student <b>actively</b> participates in the lesson by engaging in discussions, playing when asked, and listening for instruction	Student <b>mostly</b> participates in the lesson by engaging in discussions, playing when asked, and listening for instruction	Student <b>sometimes</b> participates in the lesson by engaging in discussions, playing when asked, and listening for instruction	Student <b>rarely</b> participates in the lesson by engaging in discussions, playing when asked, and listening for instruction	Student <b>never</b> participates in the lesson by engaging in discussions, playing when asked, and listening for instruction