

## Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Posture, Breathing and Tone Production	2 Days
Unit II:	Following a Choral Score	2 Days
Unit III:	Beginning Sight-Reading	6 Days
Unit IV:	Singing in Parts	4 Days
Unit V:	Beginning Music Theory	3 Days
Unit VI:	Ensemble Music and Public Performance	20 Days
Unit VII:	Critique and Reflection	3 Days
Total Number of Days		40 Days

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 6**

**Unit I: Posture, Breathing and Tone Production**

**Essential Question: What is the proper singing position?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.3.8.B.2	<p><b>Lesson 1: Introduction to Proper Singing Position and Choral Breathing Technique</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper singing position for both the seated and standing singer by showing and writing.</li> <li>• Demonstrate the proper technique for choral breathing by singing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Musicianship for Singers</i>, Book I, page 1</li> <li>• <i>Just Five</i> folk songs for the beginning singer</li> <li>• District Department Rubric for written assessment</li> </ul>	Written Instant Feedback

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 6**

**Unit II: Following a Choral Score**

**Essential Question: Why is it important to know the parts of a choral octavo score?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.3.8.B.1	<p><b>Lesson 1: Introduction to Choral Music</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Identify the parts of a choral octavo by naming and labeling.</li> <li>• Create two and three part harmony by singing from a choral score.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher selected choral octavos</li> <li>• Choral score worksheet to be developed by teacher</li> <li>• Piano</li> </ul>	<p>Written Instant Feedback</p>

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 6**

**Unit III: Beginning Sight-Reading**

**Essential Question: What is sight-reading?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>3 Days</b>	1.4.8.A.7 1.3.8.B.3	<p><b>Lesson 1: Basic Music Vocabulary, Abbreviations and Signs; Introduction to Solfege and Rhythm</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Identify musical terms and symbols by labeling and naming.</li> <li>• Accurately perform a pentatonic melody by singing on a neutral syllable.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Sight-Singer</i>, Book I, pages 1 - 5</li> <li>• <i>Essential Musicianship for Singers</i>, Book I, "Three Grey Geese" rhythm poem</li> <li>• Music vocabulary worksheet</li> <li>• District Department Rubric for written assessment</li> </ul>	Instant Feedback Written Listening
<b>3 Days</b>	1.4.8.A.7 1.3.8.B.3	<p><b>Lesson 2: Independent Sight-Reading of Simple Rhythms and Pentatonic Scales</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Accurately perform a pentatonic melody by singing on a neutral symbol.</li> <li>• Accurately perform simple rhythms by clapping, saying and singing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Sight-Singer</i>, Book I, pages 6 - 10</li> <li>• <i>Essential Musicianship for Singers</i>, Book I, "the Months of the Year" rhythm poem</li> </ul>	Listening Instant Feedback

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 6**

**Unit IV: Singing in Parts**

**Essential Question: What is harmony?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.3.8.B.1 1.3.8.B.2 1.1.8.B.1	<b>Lesson 1: Introduction to Harmony for the Chorus Student</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Hear and sing their correct voice part in a two or three part piece of music by listening, following a score and singing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Sight-Singer</i>, Book I</li> <li>• Teacher selected choral octavos</li> </ul>	Instant Feedback

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 6**

**Unit V: Beginning Music Theory**

**Essential Question: What is Music Theory?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.4.8.A.7 1.3.8.B.1 1.1.8.B.1 1.3.8.B.3	<p><b>Lesson 1: Beginning Music Theory for the Chorus Student</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Identify the letter names of the notes of the treble clef by saying, labeling and writing.</li> <li>• Follow a musical map by reading a score, pointing, singing and answering questions.</li> <li>• Interpret a musical score by responding orally and through performance to markings for dynamics, tempo and phrasing.</li> </ul>	<ul style="list-style-type: none"> <li>• Piano</li> <li>• Note-naming worksheets</li> <li>• Music theory worksheets</li> <li>• Teacher selected choral octavos</li> <li>• District Department Rubric</li> </ul>	Instant Feedback Written

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 6**

**Unit VI: Ensemble Music and Public Performance**

**Essential Question: How does one prepare a piece for performance?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>6 Days</b>	1.3.8.B.1 1.3.8.B.2	<b>Lesson 1: Performance Practice and Etiquette</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Prepare and perform a piece of music using proper performance practices by singing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selected choral octavos</li> </ul>	Instant Feedback Rubric
<b>6 Days</b>	1.2.6.B.3 1.4.8.A.3	<b>Lesson 2: Ensemble Performance</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Prepare and perform a piece of choral music in two or three parts; appropriate to ability level by singing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selected choral octavos</li> <li>District Department Rubric</li> </ul>	Instant Feedback Performance Assessment Rubric
<b>8 Days</b>	1.3.8.B.1 1.3.8.B.2 1.4.8.A.3	<b>Lesson 3: Solo Performance</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Prepare and perform a piece of vocal music individually appropriate to ability level by singing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and student selected vocal solo music</li> </ul>	Instant Feedback

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 6**

**Unit VII: Critique and Reflection**

**Essential Question: What is critiquing?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.8.B.1 1.4.8.B.1 1.4.8.B.2	<b>Lesson 1: Critique and Reflection</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Adequately review a performance for the purpose of critique by writing.</li> <li>• Offer suggestions for improvement upon a performance by listening and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher selected performance recordings</li> <li>• District Department Rubric</li> </ul>	Written



## Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Music Reading and Sight-Singing	3 Days
Unit II:	Listening and Music History	4 Days
Unit III:	Review and Critique	5 Days
Unit IV:	Public Performance	14 Days
Unit V:	Technology	5 Days
Unit VI:	Research and Discovery	9 Days
Total Number of Days		40 Days

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 7**

**Unit I: Music Reading and Sight-Singing**

**Essential Question: How does developing sight-singing make one a better musician?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.3.8.B.2 1.3.8.B.3	<b>Lesson 1: Music Reading and Sight-Singing</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Read music from the treble, bass and grand staff.</li> <li>• Sight-sing music including the diatonic scale and beginning accidentals</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential of Music Theory</i> worksheets</li> <li>• Choral Octavos</li> </ul>	Written Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 7**

**Unit II: Listening and Music History**

**Essential Question: What does one look for in analyzing a musical composition?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 Day</b>	1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.5 1.2.8.A.3	<b>Lesson 1: Analyzing Musical Styles</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Analyze two versions of a musical composition by using a call chart.</li> <li>• Identify distinct sections of a musical composition by raising hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Call Charts</li> <li>• Listening examples</li> </ul>	Written Assessment Aural Assessment
<b>1 Day</b>	1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.5 1.2.8.A.3	<b>Lesson 2: Comparing Musical Styles</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Compare and contrast two versions of a musical selection by listening and responding to a call chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Call Charts</li> <li>• Listening examples</li> <li>• Writing paper (rough draft)</li> </ul>	Written Assessment Aural Assessment

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.5 1.2.8.A.3	<b>Lesson 3: Comparing Musical Styles</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Brainstorm and begin rough drafts of written comparison of the two musical selections being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Call Charts</li> <li>Listening examples</li> <li>Writing paper (rough draft)</li> </ul>	Written Assessment Aural Assessment
1 Day	1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.5 1.2.8.A.3	<b>Lesson 4: Comparing Music Styles</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Compare and contrast two versions of a musical selection by writing.</li> </ul>	<ul style="list-style-type: none"> <li>Rough draft</li> <li>Writing paper</li> </ul>	Written Assessment Scoring Rubric

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 7**

**Unit III: Review and Critique**

**Essential Question: How does critiquing a performance make one a better performer?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.4.8.B.1 1.4.8.B.3	<b>Lesson 1: Review and Critique</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Review and critique a solo and group performance by listening and writing.</li> <li>• Use the process of critique for the purpose of improving group and individual performances by listening and discussing.</li> </ul>	<ul style="list-style-type: none"> <li>• Concert music</li> <li>• Solo literature</li> <li>• Writing rubric</li> </ul>	Written Assessment Scoring Rubric Performance Assessment

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 7**

**Unit IV: Public Performance**

**Essential Question: What steps are used in learning a new piece of music and making it performance ready?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>2 Days</b>	1.4.8.A.1 1.4.8.A.2	<p><b>Lesson 1: Introduction to A New Musical Work</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Analyze a new musical work by sight-reading and discussing.</li> <li>• Outline the musical map of a new musical work by writing and discussing.</li> <li>• Introduce information regarding composer, genre and musical style.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Performance Rubric
<b>5 Days</b>	1.3.8.B.1 1.1.8.B.1	<p><b>Lesson 2: Technical Development of a Musical Work</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Identify difficult technical passages.</li> <li>• Determine types of harmony used to create texture of song.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Teacher Feedback Performance Rubric

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.3.8.B.2	<p><b>Lesson 3: Musicality</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Identify and implement markings for dynamic expression in a musical work.</li> <li>• Listen to analyze for appropriate use of dynamic markings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Performance Rubric
2 Days	1.4.8.B.3	<p><b>Lesson 4: Memorization</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Perform pieces for public performance from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Teacher Feedback Performance Rubric

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 7**

**Unit V: Technology**

**Essential Question: How can learning about sound equipment and technology make one a better musician?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>2 Days</b>	1.4.8.A.3 1.2.8.A.1 1.2.8.A.3	<b>Lesson 1: Music Software</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Improve aural, notation, rhythm and other musical skills by using music software.</li> </ul>	<ul style="list-style-type: none"> <li>• McGraw Hill, <i>Spotlight on Music</i> series, Grade 7</li> <li>• Aural and visual examples</li> <li>• Teacher selected works</li> <li>• Lined paper</li> <li>• Pencils</li> <li>• Various types of sound equipment and music software</li> </ul>	Visual Aural Written Student Self Assessment Oral District Department Rubric Instant Feedback
<b>1 Day</b>	1.4.8.A.3 1.2.8.A.1 1.2.8.A.3	<b>Lesson 2: Sound Equipment</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Learn about sound equipment, sound technology and recording technology by viewing and using various types of sound equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• McGraw Hill, <i>Spotlight on Music</i> series, Grade 7</li> <li>• Aural and visual examples</li> <li>• Teacher selected works</li> <li>• Lined paper</li> <li>• Pencils</li> <li>• Various types of sound equipment and music software</li> </ul>	Visual Aural Written Student Self Assessment Oral District Department Rubric Instant Feedback



TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.4.8.A.3 1.2.8.A.1 1.2.8.A.3	<p>Lesson 3: Development of Sound Technology</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a proficiency of knowledge in the lineage of sound technology pre-dating the 20<sup>th</sup> century through the present.</li> </ul>	<ul style="list-style-type: none"> <li>• McGraw Hill, <i>Spotlight on Music</i> series, Grade 7</li> <li>• Aural and visual examples</li> <li>• Teacher selected works</li> <li>• Lined paper</li> <li>• Pencils</li> <li>• Various types of sound equipment and music software</li> </ul>	<p>Visual Aural Written Student Self Assessment Oral District Department Rubric Instant Feedback</p>

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 7**

**Unit VI: Research and Discovery**

**Essential Question: How can historical happenings that surround a composer's life effect their compositions?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 Day</b>	1.4.8.A.1 1.4.8.A.5 1.4.8.A.6 1.4.8.A.3 1.2.8.A.1 1.2.8.A.3 1.4.8.A.4 1.4.8.B.3	<b>Lesson 1: Styles</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Explore the music/performances of various American composers and performers by selected visual and aural examples.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 7</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Research materials</li> </ul>	Visual Written Student Self Assessment Oral District Department Rubric Instant Feedback
<b>6 Day</b>	1.4.8.A.1 1.4.8.A.5 1.4.8.A.6 1.4.8.A.3 1.2.8.A.1 1.2.8.A.3 1.4.8.A.4 1.4.8.B.3	<b>Lesson 2: Research</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Explore the historical happenings that surround the life and work of various American composers by researching the artist.</li> <li>Make conclusions by forming opinions of work based on student research.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 7</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Various types of sound equipment and music software</li> </ul>	Visual Written Student Self Assessment Oral District Department Rubric Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.4.8.A.1 1.4.8.A.5 1.4.8.A.6 1.4.8.A.3 1.2.8.A.1 1.2.8.A.3 1.4.8.A.4 1.4.8.B.3	<p><b>Lesson 3: Presentation</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Share research by presenting information to peers in one of the following methods: written research paper, power point presentation, oral presentation or visual presentation.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 7</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Various types of sound equipment and music software</li> </ul>	Visual Written Student Self Assessment Oral District Department Rubric Instant Feedback

## Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Music Reading and Sight-Singing	4 Days
Unit II:	Listening and Music History	4 Days
Unit III:	Review and Critique	5 Days
Unit IV:	Public Performance, Ensemble Music, Solo Performance	13 Days
Unit V:	Technology	5 Days
Unit VI:	Research and Discovery	9 Days
Total Number of Days		40 Days

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 8**

**Unit I: Music Reading and Sight-Singing**

**Essential Question: Why does practicing chromatics and enharmonics make one a better sight-reader?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.4.8.A.3 1.1.8.B.1	<b>Lesson 1: Music Reading and Sight-Singing</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Read music from the treble, bass and grand staff in two and three parts.</li> <li>• Sight-sing music including chromatics and enharmonics.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential of Music Theory</i> worksheets</li> <li>• Choral Octavos</li> </ul>	Written Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

Course: Chorus/Vocal, Grade 8

Unit II: Listening and Music History

Essential Question: What are the distinct sections of a musical composition?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.4.8.A.1 1.4.8.A.5 1.1.8.B.1 1.4.8.A.3 1.2.8.A.1	<p><b>Lesson 1: Analyzing Musical Styles</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Analyze two versions of a musical composition by using a call chart.</li> <li>Identify distinct sections of a musical composition by raising hands.</li> </ul>	<ul style="list-style-type: none"> <li>Call Charts</li> <li>Listening examples</li> </ul>	<p>Written Assessment</p> <p>Aural Assessment</p>
2 Days	1.4.8.A.1 1.4.8.A.5 1.1.8.B.1 1.4.8.A.3 1.2.8.A.1	<p><b>Lesson 2: Comparing Musical Styles</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Compare and contrast two versions of a musical selection by listening and responding to a call chart.</li> <li>Brainstorm and begin rough drafts of written comparison of the two musical selections being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Call Charts</li> <li>Listening examples</li> <li>Writing paper (rough draft)</li> </ul>	<p>Written Assessment</p> <p>Aural Assessment</p>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.5 1.2.8.A.3	<b>Lesson 4: Comparing Music Styles</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Compare and contrast two versions of a musical selection by writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Rough draft</li> <li>• Writing paper</li> </ul>	Written Assessment Scoring Rubric

**BRIDGETON PUBLIC SCHOOLS**  
**MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Chorus/Vocal, Grade 8**

**Unit III: Review and Critique**

**Essential Question: How does knowledge of conducting better prepare one for critiquing a performance?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 Day</b>	1.4.8.B.1 1.4.8.A.4 1.4.8.B.3	<p><b>Lesson 1: Introduction and Review of Musical Critique</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Review conducting patterns for 4/4, 3/4, 2/4 and 6/8 time signatures by conducting.</li> <li>• Practice conducting songs in each time signature by conducting.</li> <li>• Review vocabulary words used in critiquing performances by reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Concert music</li> <li>• Solo literature</li> <li>• Folk song anthology</li> </ul>	<p>Written Assessment</p> <p>Scoring Rubric</p> <p>Performance Assessment</p>
<b>2 Days</b>	1.4.8.B.1 1.4.8.A.4 1.4.8.B.3	<p><b>Lesson 2: Review and Critique of Solo and Group Performances</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Use correct terminology to orally critique a performance by discussing.</li> </ul>	<ul style="list-style-type: none"> <li>• Concert music</li> <li>• Solo literature</li> </ul>	<p>Performance Assessment</p>



TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.4.8.B.1 1.4.8.A.4 1.4.8.B.3	<b>Lesson 3: Writing Musical Critiques</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>◦ Adequately review a musical performance by writing.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Concert music</li> <li>◦ Solo literature</li> <li>◦ Recorded professional and amateur performances</li> </ul>	Writing Rubric Scoring Rubric

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**Course: Chorus/Vocal, Grade 8**

**Unit IV: Public Performance, Ensemble Music, Solo Performance**

**Essential Question: How does performing a piece from memory improve the performance?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>2 Days</b>	1.4.8.A.1 1.4.8.A.2	<p><b>Lesson 1: Introduction to A New Musical Work</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Analyze a new musical work by sight-reading and discussing.</li> <li>• Outline the musical map of a new musical work by writing and discussing.</li> <li>• Introduce information regarding composer, genre and musical style.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Performance Rubric
<b>4 Days</b>	1.3.8.B.1 1.1.8.B.1	<p><b>Lesson 2: Technical Development of a Musical Work</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Identify difficult technical passages.</li> <li>• Determine types of harmony used to create texture of song.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Teacher Feedback Performance Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.48.A.3	Lesson 3: Musicality  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Identify and implement markings for dynamic expression in a musical work.</li> <li>• Listen to analyze for appropriate use of dynamic markings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Performance Rubric Teacher Feedback
3 Days	1.4.8.B.3	Lesson 4: Memorization  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Perform pieces for public performance from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Octavos</li> </ul>	Teacher Feedback Performance Rubric

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Course: Chorus/Vocal, Grade 8

Unit V: Technology

Essential Question: How has technology influenced the arts and careers in the arts?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.4.8.A.3 1.2.8.A.1 1.2.8.A.3	<p>Lesson 1: Music Software</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate proficiency of notation input and music skills (aural, rhythmic) by using music software.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 8</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Various types of sound equipment and music software</li> </ul>	<p>Visual Aural</p> <p>Written Student Self Assessment</p> <p>Oral District Department Rubric</p> <p>Instant Feedback</p>
1 Day	1.4.8.A.3 1.2.8.A.1 1.2.8.A.3	<p>Lesson 2: Sound Equipment</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate a proficiency of sound equipment, sound technology and recording technology knowledge by demonstrating use of available sound equipment.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 8</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Various types of sound equipment and music software</li> </ul>	<p>Visual Aural</p> <p>Written Student Self Assessment</p> <p>Oral District Department Rubric</p> <p>Instant Feedback</p>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.4.8.A.3 1.2.8.A.1 1.2.8.A.3	<p><b>Lesson 3: Development of Sound Technology and Careers</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a proficiency of knowledge in the lineage of sound technology pre-dating the 20<sup>th</sup> century through the present including the impact on arts related and technology infused arts related careers.</li> </ul>	<ul style="list-style-type: none"> <li>• McGraw Hill, <i>Spotlight on Music</i> series, Grade 8</li> <li>• Aural and visual examples</li> <li>• Teacher selected works</li> <li>• Lined paper</li> <li>• Pencils</li> <li>• Various types of sound equipment and music software</li> </ul>	Visual Aural Written Student Self Assessment Oral District Department Rubric Instant Feedback

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**Unit VI: Research and Discovery**

**Essential Question: How does social/historical and politics influence a contemporary composer in their writing?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 Day</b>	1.4.8.A.1 1.4.8.A.3 1.4.8.A.6 1.2.8.A.1 1.2.8.A.3 1.4.8.A.4 1.4.8.B.3	<p><b>Lesson 1: Contemporary Composers and Performers</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Explore the music/performances of various contemporary composers and performers by selected visual and aural examples.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 8</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Research materials</li> </ul>	<p>Visual Written Student Self Assessment Oral District Department Rubric Instant Feedback</p>
<b>6 Day</b>	1.4.8.A.1 1.4.8.A.3 1.4.8.A.6 1.2.8.A.1 1.2.8.A.3 1.4.8.A.4 1.4.8.B.3	<p><b>Lesson 2: Research</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Explore how the social and political environment influences artists in various social/historical/political contexts by researching the artist.</li> <li>Make conclusions by forming opinions of work based on student research.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 8</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Various types of sound equipment and music software</li> </ul>	<p>Visual Written Student Self Assessment Oral District Department Rubric Instant Feedback</p>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.4.8.A.1 1.4.8.A.3 1.4.8.A.6 1.2.8.A.1 1.2.8.A.3 1.4.8.A.4 1.4.8.B.3	<b>Lesson 3: Presentation</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Share research by presenting information to peers in one of the following methods: written research paper, power point presentation, oral presentation or visual presentation.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill, <i>Spotlight on Music</i> series, Grade 8</li> <li>Aural and visual examples</li> <li>Teacher selected works</li> <li>Lined paper</li> <li>Pencils</li> <li>Various types of sound equipment and music software</li> </ul>	Visual Written Student Self Assessment Oral District Department Rubric Instant Feedback