

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Melody and Harmony	6 Days
Unit II:	Rhythm	11 Days
Unit III:	Performance	6 Days
Unit IV:	Composition	3 Days
Unit V:	Research and Discovery	7 Days
Unit VI:	Technology	3 Days
Unit VII:	Ensemble	4 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 5

Unit I: Melody and Harmony

Essential Question: What is the theme in music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	<p>Lesson 1: Review of Playing and Singing Melodies</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Recognize the main subject or theme in a piece of music by studying the notation of a piece and using acquired aural skills. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher selected musical examples for singing and playing District Department Rubric Pitched and Non Pitched Instruments 	<p>Aural</p> <p>Oral</p> <p>Visual</p> <p>Class Participation</p> <p>Student Self Assessment</p> <p>Instant Feedback</p> <p>Rubric</p>
3 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	<p>Lesson 2: Partner Songs, Ostinati, Countermelodies, Rounds, and Canons</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Sing or play simple melodies or rhythmic accompaniments by blending both unison and/or harmonic parts and vocal and/or instrumental timbres. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher selected musical examples for singing and playing District Department Rubric Pitched and Non Pitched Instruments 	<p>Aural</p> <p>Oral</p> <p>Visual</p> <p>Class Participation</p> <p>Student Self Assessment</p> <p>Instant Feedback</p> <p>Rubric</p>

2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	Lesson 3: Two-Part Singing and Playing Objective: SWBAT <ul style="list-style-type: none"> Recognize the main subject or theme in a piece of music by studying the notation of a piece, and using acquired aural skills. Compose simple melodies and harmonies by responding to demonstrated stylized characteristics in song. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 5 Teacher selected musical examples for singing and playing District Department Rubric Pitched and Non Pitched Instruments 	Aural Oral Visual Class Participation Student Self Assessment Instant Feedback Rubric
--------	--	---	--	--

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 5

Unit II: Rhythm

Essential Question: What is meter?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	<p>Lesson 1: Review and Performance of All Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Sing or play simple and complex rhythmic accompaniments by blending unison parts and vocal and/or instrumental timbers. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher Selected Works (Notated and Listening Examples) District Department Rubric Pitched and non pitched instruments. 	Aural Oral Visual Class Participation Student Self Assessment Instant Feedback Rubric
3 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	<p>Lesson 2: Student Composition of Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Compose simple and complex rhythms in response to stylized characteristics by using previously acquired notation skills and performing on pitched and non pitched instruments. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher Selected Works (Notated and Listening Examples) District Department Rubric Pitched and non pitched instruments. 	Aural Oral Visual Class Participation Student Self Assessment Instant Feedback Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	Lesson 3: Combination of Rhythmic and Pitch Notation Objective: SWBAT <ul style="list-style-type: none"> Read notation by differentiating basic structures in music composition focusing on the printed pitch and rhythmic elements. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher selected musical examples District Department Rubric Pitched Instruments Non-Pitched Instruments 	Aural Oral Visual Class Participation Student Self Assessment Instant Feedback Rubric
3 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	Lesson 4: Playing Simple Treble Melodies Objective: SWBAT <ul style="list-style-type: none"> Perform a variety of songs, with varying form and structure by playing from progressively complex notation while maintaining a steady tempo. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher selected musical examples District Department Rubric Pitched Instruments Non-Pitched Instruments 	Aural Oral Visual Class Participation Student Self Assessment Instant Feedback Rubric

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

Course: General Music, Grade 5

Unit III: Performance

Essential Question: What are the qualities of a good performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 1: Experiencing Performance</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Apply qualitative terms by responding to a performance using critique. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher selected musical examples District Department Rubric Pitched Instruments Non-Pitched Instruments 	<p>Aural Visual Oral Critique Class Participation Student Self Assessment Instant Feedback Rubric</p>
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 2: Singing Performances</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Sing melodies and harmonies independently and in groups by matching dynamic levels and responding to cues of a conductor. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Teacher selected musical examples District Department Rubric Pitched Instruments Non-Pitched Instruments 	<p>Aural Visual Oral Critique Class Participation Student Self Instant Feedback Rubric</p>

1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	Lesson 3: Playing Performances Objective: SWBAT <ul style="list-style-type: none"> Instrumentally play melodies and harmonies independently and in groups by matching dynamic levels and responding to cues of a conductor. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 5 Teacher selected musical examples District Department Rubric Pitched Instruments Non-Pitched Instruments 	Aural Visual Oral Critique Class Participation Student Self Assessment Instant Feedback Rubric
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.4.5.A1 1.4.5.A2 1.4.5A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	Lesson 4: Critique of Performances Objective: SWBAT <ul style="list-style-type: none"> Formulate positive analysis of arts performances by peers by responding positively to critique. 	<ul style="list-style-type: none"> Teacher selected musical examples District Department Rubric Pitched Instruments Non-Pitched Instruments 	Aural Visual Oral Critique Class Participation Student Self Assessment Teacher Observation Instant Feedback Rubric

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 5

Unit IV: Composition

Essential Question: Why is technology important to music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	<p>Lesson 1: Review of Terms & Composition</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate use and knowledge of basic of melody, harmony and rhythm by notating pitches and whole, half, quarter and eighth notes. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Sound equipment and music software Pitched and Non-Pitched Instruments District Department Rubric 	Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	<p>Lesson 2: Composition</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create an original music piece by composing simple songs with melody, harmony, and rhythm. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Sound equipment and music software Pitched and Non-Pitched Instrument District Department Rubric s 	Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	<p>Lesson 3: Performance & Assessment</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Perform original compositions with use of pitched instruments, non-pitched instruments, and voice. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Sound equipment and music software Pitched and Non-Pitched Instruments District Department Rubric 	Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 5

Unit: V. Research and Discovery

Essential Question: Why is it important to understand the history of music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.2.5.A1 1.2.5.A 2 1.2.5.A 3 1.4.5.A1 1.4.5.A 3	<p>Lesson 1: Styles</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Explore the music by researching various composers, performers and musical topics. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual</p> <p>Written</p> <p>Student Self Assessment</p> <p>Oral</p> <p>Rubric</p> <p>Instant Feedback</p>
4 days	1.2.5.A1 1.2.5.A 2 1.2.5.A 3 1.4.5.A1 1.4.5.A 3	<p>Lesson 2: Research</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Make conclusions by forming opinions of work based on student research 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual</p> <p>Written</p> <p>Student Self Assessment</p> <p>Oral</p> <p>Rubric</p> <p>Instant Feedback</p>
2 days	1.2.5.A1 1.2.5.A 2 1.2.5.A 3 1.4.5.A1 1.4.5.A3 1.4.5.B1 1.4.5B2 1.4.5.B3 1.4.5B4	<p>Lesson 3: Presentation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Students will share research by presenting information to peers in one of the following manners: written research paper, power point presentation, oral presentation, or visual presentation. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual</p> <p>Written</p> <p>Student Self Assessment</p> <p>Oral</p> <p>Rubric</p> <p>Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 5

Unit V: Research and Discovery

Essential Question: Why is it important to understand the history of music?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.2.5.A1 1.2.5.A2 1.2.5.A3 1.4.5.A1 1.4.5.A3	<p>Lesson 1: Styles</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Explore the music by researching various composers, performers and musical topics. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual Written Student Self Assessment Oral Rubric Instant Feedback</p>
4 days	1.2.5.A1 1.2.5.A2 1.2.5.A3 1.4.5.A1 1.4.5.A3	<p>Lesson 2: Research</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Make conclusions by forming opinions of work based on student research 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual Written Student Self Assessment Oral Rubric Instant Feedback</p>
2 days	1.2.5.A1 1.2.5.A2 1.2.5.A3 1.4.5.A1 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4	<p>Lesson 3: Presentation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Students will share research by presenting information to peers in one of the following manners: written research paper, power point presentation, oral presentation, or visual presentation. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual Written Student Self Assessment Oral Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 5

Unit VI: Technology

Essential Question: How does technology effect music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1	<p>Lesson 1: Sound Technology: Recording and Replaying Sound</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Continue to explore recording devices and sound technology by recording and replaying various types of sound and voice. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Various devices for recording and replaying sound. District Department Rubric 	<p>Aural Oral Visual</p> <p>Class Participation Student Self Assessment Instant Feedback Rubric</p>
2 days	1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1	<p>Lesson 2: Age Appropriate Music Software</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Continue to incorporate various age appropriate music software by studying and reinforcing skills that require knowledge of advanced rhythm, melody, harmony, tempo, dynamics, and instruments. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 5 Age appropriate music software District Department Rubric 	<p>Aural Oral Visual</p> <p>Class Participation Student Self Assessment Instant Feedback Rubric</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 5

Unit VII: Ensemble

Essential Question: What are the different types of ensembles?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	Lesson 1: Elements of Ensemble Objective: SWBAT <ul style="list-style-type: none"> • Explore various types of ensembles by performing vocal/instrumental duet, trio, and quartet ensembles, etc. 	<ul style="list-style-type: none"> • “Spotlight On Music” series, Grade 5 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Pitched instruments • Non-pitched instruments 	Visual Written Student Self Assessment Oral Rubric Instant Feedback
3 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.3.5.B1 1.3.5.B2 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3	Lesson 2: Elements of Performance Objective: SWBAT <ul style="list-style-type: none"> • Identify various elements of ensemble by their performing timbre, dynamic, and idiomatic tone. 	<ul style="list-style-type: none"> • “Spotlight On Music” series, Grade 5 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Pitched instruments • Non-pitched instruments 	Visual Written Student Self Assessment Oral Rubric Instant Feedback

Scope and Sequence

Chapter #/Title	# of Days
Unit I: Rhythm	6 Days
Unit II: Melody and Harmony	6 Days
Unit III: Performance	9 Days
Unit IV: Research and Discovery	9 Days
Unit V: Technology	4 Days
Unit VI: Composition	6 Days
Total Number of Days	40 Days

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 6

Unit I: Rhythm

Essential Question: How does rhythm and meter affect musical style?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Exploring Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Differentiate between duple, triple, and compound meter by visually identifying meter in music, listen selected works in various meter, and listening to examples while following the selection in notation. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Performance of Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Perform in various styles and meters by imitating given examples 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Creation of Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create new rhythms independently by composing in duple, triple, and compound meter. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 6

Unit: II. Melody and Harmony

Essential Question: What is the difference between melody and harmony?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Melody vs. Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Aurally differentiate between melody and harmony by comparisons and contrast in various listening and notated examples. 	<ul style="list-style-type: none"> “Spotlight On Music series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Performance of Melody and Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Perform simple melodies and harmonies by imitation 	<ul style="list-style-type: none"> “Spotlight On Music series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Creation of Melody with Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create a musical piece by using learned compositional technique to write a melodic line with simple harmonization 	<ul style="list-style-type: none"> “Spotlight On Music series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 6

Unit: III. Performance

Essential Question: What are the qualities of a good performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8. B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.2.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 1: Experiencing Live Performance Objective: SWBAT <ul style="list-style-type: none"> • Experience performances by observing peers, high school students, collegiate or professional musicians in vocal and instrumental recitals/concerts or theatrical productions. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 6 • Aural and Visual Examples • Teacher Selected Works • Staff paper • Pencils • Pitched and Non-Pitched Instruments • District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric
2 days	1.1.8.B1 1.1.8. B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.2.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7	Lesson 2: Critique of Performance Objective: SWBAT <ul style="list-style-type: none"> • Critique a performance by using appropriate concert and recital etiquette as well as learned descriptive musical vocabulary 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 6 • Aural and Visual Examples • Teacher Selected Works • Staff paper • Pencils • Pitched and Non-Pitched Instruments • District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.4.8.B1 1.4.8.B2 1.4.8.B3			
5 days	1.1.8.B1 1.1.8. B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.2.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 3: Preparation Objective: SWBAT <ul style="list-style-type: none"> Prepare correct rhythm, pitches diction, and phrasing of musical selections by using scaffolding method techniques during class and rehearsals. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched and Non-Pitched Instruments District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric
1 day	1.1.8.B1 1.1.8. B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.2.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson4: Performing Objective: SWBAT <ul style="list-style-type: none"> Perform in front of an audience by using learned musical elements. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 6 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched and Non-Pitched Instruments District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 6

Unit: IV. Research and Discovery

Essential Question: How does history affect the music of today?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B3	Lesson 1: Styles Objective: SWBAT <ul style="list-style-type: none"> Explore the music/performances of various composers and performers by selected visual and aural example. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	Visual Written Student Self Assessment Oral Rubric Instant Feedback
6 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B3	Lesson 2: Research Objective: SWBAT <ul style="list-style-type: none"> Explore the historical happenings that surround the life and work of various composers by performing research. Make conclusions by forming opinions of work based on student research 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	Visual Written Student Self Assessment Oral Rubric Instant Feedback
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B3	Lesson 3: Presentation Objective: SWBAT <ul style="list-style-type: none"> Students will share research by presenting information to peers in one of the following manners: written research paper, power point presentation, oral presentation, 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	Visual Written Student Self Assessment Oral Rubric Instant Feedback

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 6

Unit: V. Technology

Essential Question: How does the use of technology improve musical skills?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	<p>Lesson 1: Music Software</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Learn and improve musical skills by using music software 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Various types of sound equipment and music software District Department Rubric 	<p>Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback</p>
2 days	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	<p>Lesson 2: Sound Equipment</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Learn about sound technology by looking at and using various types of sound equipment. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 6 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Various types of sound equipment and music software District Department Rubric 	<p>Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 6

Unit: VI. Composition

Essential Question: How do you create and read musical compositions?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDES/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B3 1.4.8.A6 1.4.8.A7	Lesson 1: Review of Terms & Notation Objective: SWBAT <ul style="list-style-type: none"> • Notate simple songs with melody, harmony, and rhythm by using learned simple notation skills with use of staff paper, or music notation software. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 6 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Sound equipment and music software • Pitched and Non-Pitched Instruments • District Department Rubric 	Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B3 1.4.8.A6 1.4.8.A7	Lesson 2: Composition Objective: SWBAT <ul style="list-style-type: none"> • Create simple songs with melody, harmony, and rhythm by use of classroom instruments and tools. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 6 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Sound equipment and music software • Pitched and Non-Pitched Instrument • District Department Rubric s 	Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B3 1.4.8.A6 1.4.8.A7	Lesson 3: Performance & Assessment Objective: SWBAT <ul style="list-style-type: none"> • Perform simple songs with melody, harmony and rhythm with use of pitched instruments, non-pitched instruments, and voice by encompassing all skills learned throughout entire 6th grade general music course. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 6 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Sound equipment and music software • Pitched and Non-Pitched Instruments • District Department Rubric 	Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback

Scope and Sequence

Chapter #/Title	# of Days
Unit I: Rhythm	6 Days
Unit II: Melody and Harmony	6 Days
Unit III: Performance	9 Days
Unit IV: Research and Discovery	8 Days
Unit V: Technology	5 Days
Unit VI: Orchestration	6 Days
Total Number of Days	40 Days

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 7

Unit I: Rhythm

Essential Question: How does a different type of meter affect the style of music?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Review Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Differentiate between duple, triple, and compound meter by aurally identifying types in teacher demonstrations and audio examples. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Performance of Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Differentiate between duple, triple, and compound meter to perform all types by imitating and reading given examples 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Creation & Performance of Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create new rhythms independently and in small groups by composing in duple, triple, and compound meter. Students perform new compositions by performing alone or in small groups. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 7

Unit II: Melody and Harmony

Essential Question: What is the difference between melody and harmony?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Review of Melody and Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Differentiate between melody and harmony by using acquired aural and notation skills in various listening and notated examples. 	<ul style="list-style-type: none"> 'Spotlight On Music' series, Grade 7 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Performance of Melody and Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Perform simple melodies and harmonies by imitating teacher and audio examples. 	<ul style="list-style-type: none"> 'Spotlight On Music' series, Grade 7 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
4 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Creation of Melody and Performance of Original with Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create and perform an independent or small group musical piece by using learned compositional technique to write a melodic line with simple harmonization. 	<ul style="list-style-type: none"> 'Spotlight On Music' series, Grade 7 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 7

Unit III: Performance

Essential Question: What are the characteristics of a good performance?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	<p>Lesson 1: Experiencing Live Performances</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Experience performances by observing peers, high school students, collegiate or professional musicians in vocal and instrumental recitals/concerts or theatrical productions. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched and Non-Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric</p>

<p>1 day</p>	<p>1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3</p>	<p>Lesson 2: Critique of Performance</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Critique a performance by using appropriate a learned musically descriptive vocabulary 	<ul style="list-style-type: none"> • “Spotlight On Music” series, Grade 7 • Aural and Visual Examples • Teacher Selected Works • Staff paper • Pencils • Pitched and Non-Pitched Instruments • District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric</p>
<p>5 days</p>	<p>1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3</p>	<p>Lesson 3: Preparation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Prepare correct rhythm, pitches diction, and phrasing of musical selections by using scaffolding method techniques during class and rehearsals. 	<ul style="list-style-type: none"> • “Spotlight On Music” series, Grade 7 • Aural and Visual Examples • Teacher Selected Works • Staff paper • Pencils • Pitched and Non-Pitched Instruments • District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric</p>
<p>2 days</p>	<p>1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2</p>	<p>Lesson 4: Creating and Performing</p> <ul style="list-style-type: none"> • Improvise and create in order to perform in front of an audience by using learned musical elements. 	<ul style="list-style-type: none"> • “Spotlight On Music” series, Grade 7 • Aural and Visual Examples • Teacher Selected Works • Staff paper • Pencils • Pitched and Non-Pitched Instruments 	<p>Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric</p>

	1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3		<ul style="list-style-type: none"> • District Department Rubric 	
--	--	--	--	--

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 7

Unit IV: Research and Discovery

Essential Question: How does history affect music of today?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A3 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B3	Lesson 1: Styles Objective: SWBAT <ul style="list-style-type: none"> • Explore the music/performances of various American composers and performers by selected visual and aural example. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 7 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Research materials • District Department Rubric 	Visual Written Self Assessment Oral Rubric Instant Feedback
5 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A3 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B3	Lesson 2: Research Objective: SWBAT <ul style="list-style-type: none"> • Explore the historical happenings that surround the life and work of various American composers by researching the artist. • Make conclusions by forming opinions of work based on student research 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 7 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Research materials • District Department Rubric 	Visual Written Self Assessment Oral Rubric Instant Feedback

<p>days</p>	<p>1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A3 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B3</p>	<p>Lesson 3: Presentation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Students will share research by presenting information to peers in one of the following methods: written research paper, power point presentation, oral presentation, or visual presentation. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 7 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual Written Self Assessment Oral Rubric Instant Feedback</p>
-------------	--	---	---	--

BRIDGETON PUBLIC SCHOOL
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, General Music, Grade 7

Unit V: Technology

Essential Question: How has technology changed the music industry?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	<p>Lesson 1: Music Software</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Improve aural, notation, rhythm, and other musical skills by using music software 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Various types of sound equipment and music software District Department Rubric 	<p>Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback</p>
1 day	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	<p>Lesson 2: Sound Equipment</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Learn about sound equipment, sound technology, and recording technology by viewing and using various types of sound equipment. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Various types of sound equipment and music software District Department Rubric 	<p>Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback</p>
2 days	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	<p>Lesson 3: Development of Sound Technology</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate a proficiency of knowledge in the lineage of sound technology pre-dating the 20th century through the present. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Various types of sound equipment and music software District Department Rubric 	<p>Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC

PACING CHART/CURRICULUM MAP

Course: General Music, Grade 7

Unit VI: Orchestration

Essential Question: How does melody, harmony, and rhythm create the mood of a song?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B3 1.4.8.A6 1.4.8.A7	<p>Lesson 1: Review of Terms and Notation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Notate simple songs with melody, harmony, and rhythm by using learned notation skills. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Sound equipment and music software Pitched and Non-Pitched Instruments District Department Rubric 	<p>Visual</p> <p>Aural</p> <p>Written</p> <p>Kinesthetic</p> <p>Student Self</p> <p>Oral</p> <p>Critique</p> <p>Rubric</p> <p>Instant Feedback</p>
5 days	1.1.8.B1 1.1.8.B2 1.3.8.B3 1.4.8.A6 1.4.8.A7	<p>Lesson 2: Orchestration and Composition</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create simple songs with melody, harmony, and rhythm for an instrumental solo/group music ensemble by notating songs using specified musical elements. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 7 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Sound equipment and music software Pitched and Non-Pitched Instrument District Department Rubric s 	<p>Visual</p> <p>Aural</p> <p>Written</p> <p>Kinesthetic</p> <p>Student Self</p> <p>Assessment</p> <p>Oral</p> <p>Critique</p> <p>Rubric</p> <p>Instant Feedback</p>

Scope and Sequence

Chapter #/Title	# of Days
Unit I: Rhythm	6 Days
Unit II: Melody and Harmony	6 Days
Unit III: Performance	8 Days
Unit IV: Research and Discovery	9 Days
Unit V: Technology	5 Days
Unit VI: Composition	6 Days
Total Number of Days	40 Days

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 8

Unit I: Rhythm

Essential Question: How do different types of meter affect the form of a song?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Review Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Differentiate between duple, triple, and compound meter by using acquired skills to identify types in teacher demonstrations and audio examples. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Performance of Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Improvise or independently create rhythmic accompaniments for musical pieces in binary, ternary and rondo form. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Staff paper Computer Notation Software Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Creation and Performance of Meter</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create, notate and perform independently composed rhythmic patterns that contain complex rhythms, including but not limited to use of whole, half, quarter, eighth, and sixteenth notes, dotted rhythms, and syncopations. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Staff paper Computer Notation Software Pencils Rhythm Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 8

Unit II: Melody and Harmony

Essential Question: What are the musical characteristics of a melody?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Melodies in Musical Forms</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Perform and improvise simple to complex melodies by playing in learned musical forms, such as binary, ternary, and rondo. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Staff paper Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Improvising Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Improvise an appropriate harmonization by using music reading and aural skills to form an accompaniment to a given melody. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Staff paper Computer Notation Software Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.3.8.B4 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Notation of Melody with Harmony</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create and notate an original complex melody with rhythmic values and an appropriate harmonic structure by using acquired music notation skills to record music on manuscript or with music notation software. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Staff paper Computer Notation Software Pencils Pitched Instruments District Department Rubric 	<p>Visual Kinesthetic Student Self Assessment Aural Rubric Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 8

Unit III: Performance

Essential Question: What are the qualities of a good performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 1: Experiencing Live Performances Objective: SWBAT <ul style="list-style-type: none"> • Experience performances by observing peers, high school students, collegiate or professional musicians in vocal and instrumental recitals/concerts or theatrical productions. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 8 • Aural and Visual Examples • Teacher Selected Works • Piano/Keyboard Instrument • Lined Paper • Pencils • Pitched Instruments • Non-Pitched Instruments • District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 2: Critique of Performance Objective: SWBAT <ul style="list-style-type: none"> • Draft, and re-write a critique of a performance by using an appropriate learned musically descriptive vocabulary. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 8 • Aural and Visual Examples • Teacher Selected Works • Piano/Keyboard Instrument • Lined Paper • Pencils • Pitched Instruments • Non-Pitched Instruments • District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric New Jersey L.A.L Rubric

5 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 3: Preparation Objective: SWBAT <ul style="list-style-type: none"> Prepare correct rhythm, pitches diction, and phrasing of musical selections by using scaffolding method techniques during class and rehearsals. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 8 Aural and Visual Examples Teacher Selected Works Piano/Keyboard Instrument Lined Paper Pencils Pitched Instruments Non-Pitched Instruments District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric New Jersey LAL Rubric
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 4: Improvising and Performing Objective: SWBAT <ul style="list-style-type: none"> Create a performance by improvising original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter, and tonality in front of an audience. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 8 Aural and Visual Examples Teacher Selected Works Piano/Keyboard Instrument Lined Paper Pencils Pitched Instruments Non-Pitched Instruments District Department Rubric 	Visual Kinesthetic Student Self Assessment Aural Instant Feedback Rubric

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 8

Unit IV: Research and Discovery

Essential Questions: How does the environment influence musical works and composers?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B3	Lesson 1: Contemporary Composers and Performers Objective: SWBAT <ul style="list-style-type: none"> • Explore the music/performances of various contemporary composers and performers by selected visual and aural example. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 8 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Research materials • District Department Rubric 	Visual Written Self Assessment Oral Rubric Instant Feedback
6 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B3	Lesson 2: Research Objective: SWBAT <ul style="list-style-type: none"> • Examine how the social and political environment influences artists in various social/historical/political contexts by researching the artist. • Make conclusions by forming opinions of work based on student research 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 8 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Research materials • District Department Rubric 	Visual Written Self Assessment Oral Rubric Instant Feedback

<p>2 days</p>	<p>1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B3</p>	<p>Lesson 3: Presentation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Students will share research by presenting information to peers in one of the following methods: written research paper, power point presentation, oral presentation, or visual presentation. 	<ul style="list-style-type: none"> “Spotlight On Music” series, Grade 8 Aural and Visual Examples Teacher Selected Works Lined paper Pencils Research materials District Department Rubric 	<p>Visual Written Self Assessment Oral Rubric Instant Feedback</p>
---------------	--	---	---	--

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 8

Unit V: Technology

Essential Question: How does technology impact music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	Lesson 1: Music Software Objective: SWBAT <ul style="list-style-type: none"> • Demonstrate proficiency of notation input, and music skills (aural, rhythmic) by using music software 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 8 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Various types of sound equipment and music software • District Department Rubric 	Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback
1 day	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	Lesson 2: Sound Equipment Objective: SWBAT <ul style="list-style-type: none"> • Demonstrate a proficiency of sound equipment, sound technology, and recording technology knowledge by demonstrating use of available sound equipment. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 8 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Various types of sound equipment and music software • District Department Rubric 	Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback
2 days	1.1.8.A1 1.1.8.B1 1.3.8.B3 1.4.8.A3 1.4.8.A4 1.4.8.A6 1.4.8.A7 1.4.8.B3	Lesson 3: Development of Sound Technology and Careers Objective: SWBAT <ul style="list-style-type: none"> • Demonstrate a proficiency of knowledge in the lineage of sound technology pre-dating the 20th century through the present including the impact on arts related, and technology infused arts related careers. 	<ul style="list-style-type: none"> • "Spotlight On Music" series, Grade 8 • Aural and Visual Examples • Teacher Selected Works • Lined paper • Pencils • Various types of sound equipment and music software • District Department Rubric 	Visual Aural Written Student Self Assessment Oral Rubric Instant Feedback

BRIDGETON PUBLIC SCHOOLS
GENERAL MUSIC
PACING CHART/CURRICULUM MAP

Course: General Music, Grade 8

Unit VI: Composition

Essential Question: What are the qualities of a good composition?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B3 1.4.8.A6 1.4.8.A7	<p>Lesson 1: Review of Terms and Notation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Notate songs with complex melodies, harmonic structure, and rhythmic values using manuscript and/or music software by using learned notation skills. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Lined paper Manuscript paper Pencils Sound equipment and music software Pitched and Non-Pitched Instruments District Department Rubric 	<p>Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback</p>
5 days	1.1.8.B1 1.1.8.B2 1.3.8.B3 1.4.8.A6 1.4.8.A7	<p>Lesson 2: Composition</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Compose over given chordal progressions and rhythmic accompaniments in a consistent style, meter, and tonality by using manuscript or computer notation software. 	<ul style="list-style-type: none"> "Spotlight On Music" series, Grade 8 Aural and Visual Examples Teacher Selected Works Lined paper Manuscript paper Pencils Sound equipment and music software Pitched and Non-Pitched Instrument District Department Rubric s 	<p>Visual Aural Written Kinesthetic Student Self Assessment Oral Critique Rubric Instant Feedback</p>