

## ***Music Technology Grade 6***

### ***Course Description:***

Music Technology Grade 6 will give students the opportunity to blend musical knowledge with industry standard recording technology. This course is designed to give students the understanding of Music Theory, Music Composition, and Podcasting. The predominant theme of this course of study is Emotions in Music – how can a songwriter share their unique experiences using the same building blocks as every other songwriter. Students will participate in a variety of in-class and out-of-class learning activities, designed to help them explore their personal experiences and learn how to express them uniquely through the use of multiple digital applications.

### ***Suggested Course Sequence:***

Unit 1: *Quarter 1*: 10 weeks

Unit 2: *Quarter 2*: 10 weeks

Unit 3: *Quarter 3*: 10 weeks

Unit 4: *Quarter 4*: 10 weeks

***Pre-Requisite:*** None

### Unit Overview

**Content Area:** Music Technology and Composition

**Unit Title:** Unit 1: Quarter 1

**Target Course/Grade Level:** Music Technology 6<sup>th</sup> Grade

**Unit Summary:** This unit focuses on the basics of Music Theory and Composition. Students will learn skills and concepts that will help them to write an original melody using compositional software. All skills and concepts will build upon previously learned information from past music classes and provide a higher level of understanding.

**Interdisciplinary Connections:**

- Time signatures and note and rest values connect to Math.
- Melody compositional techniques connect to English.
- Use of compositional software connects to Technology.

**21<sup>st</sup> Century Themes:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-PRF.4 Demonstrate knowledge of music theory.

### Learning Targets

**Standards**

This unit will include components of *1.1 The Creative Process*: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, *1.2 History of the Arts and Culture*: All students will understand the role, development, and influence of the arts throughout history and across cultures, *1.3 Performance*: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, *8.1 Educational Technology*: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge, and *8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming*: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CPI#	Cumulative Progress Indicator (CPI)
<b>1.1.8.B.2</b>	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
<b>1.2.8.A.2</b>	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
<b>1.3.8.B.3</b>	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff
<b>1.3.8.B.4</b>	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.
<b>8.1.8.A.2</b>	Create a document using one or more digital application sot be critiqued by professionals for usability.
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
<b>8.1.8.D.3</b>	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
<b>8.2.8.D.1</b>	Design and create a product that addresses a real world problem using a design process under specific constraints.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you demonstrate your understanding of the fundamentals of music through performance?</li> <li>• How do you communicate through the performance of music?</li> <li>• Why do different compositions elicit different emotions and responses?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• Great art requires skill and discipline to turn notions into a quality product.</li> <li>• Every artist has a style/artistic period.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Understand: Music Theory Concepts
  - Note and rest values
    - Whole, half, dotted half, quarter, single eighth, paired eighth
  - Note names
    - Treble Clef
    - Bass Clef
  - Time Signatures
  - Key Signatures
  - Scale Patterns
    - Major (1 2 3 4 5 6 7 8)
    - Minor (1 2 b3 4 5 b6 b7 8)
    - Blues (1 b3 4 b5 5 b7 8)
- Demonstrate: Melody Composition
  - Important Scale Degrees (1, 4, 5)
  - Melody Structure
    - Question and Answer
    - Conversational
- Display use of Compositional Software
  - Creating new projects
  - Input and manipulation of notes
  - Creating new and original melodies
  - Exporting for submission or use in other applications
- Understand Music History
  - Blues Music
  - Rock Music
  - Pop Music

**Evidence of Learning**

**Formative Assessment:**

- Weekly assessment of individual achievement.
- Independent practice: completing weekly classroom assignments.
- Classroom discussions of musical styles and how melodies are constructed.

**Summative/Benchmark Assessment:**

- Individual compositional performance task.

**Resources/Materials:**

- Computer for each student
- Various web-based music software
- Headphones
- Appropriate musical literature

**Modifications:**

- **Special Education Students**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students’ intrinsic motivations
  - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Intro to software and course	1 Day
2	Music Theory – Notes and rhythms	2 Days
3	Music Theory – Key Signatures and Scales	2 Days
4	Music Composition – The Software	1 Day
5	Music Composition – Composing Melodies	4 Days
<b>Teacher Notes:</b>		
<b>Additional Resources:</b>		
Click links below to access additional resources used to design this unit:		
<a href="http://www.state.nj.us/education/cccs/standards/1/">http://www.state.nj.us/education/cccs/standards/1/</a>		
<a href="http://njcore.org/standards/statestand/12831">http://njcore.org/standards/statestand/12831</a>		

### Unit Overview

**Content Area:** Music Technology and Composition

**Unit Title:** Unit 2: Quarter 2

**Target Course/Grade Level:** Music Technology 6<sup>th</sup> Grade

**Unit Summary:** This unit focuses on Song Writing and how to create a Podcast. Students will learn the structure of several styles of songs, including Blues and Rock, and continue learning Music Theory. Using recording software, students will learn the skills necessary to create their own Podcast.

**Interdisciplinary Connections:**

- Song structure connects to English.
- Use of multitrack recording software connects to Technology.

**21<sup>st</sup> Century Themes:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.3.12.AR-PRF.4 Demonstrate knowledge of music theory.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### Learning Targets

**Standards**

This unit will include components of *1.1 The Creative Process*: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, *1.2 History of the Arts and Culture*: All students will understand the role, development, and influence of the arts throughout history and across cultures, *1.3 Performance*: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, *8.1 Educational Technology*: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge, and *8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming*: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CPI#	Cumulative Progress Indicator (CPI)
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.B.2	Differentiate among basic formal structure and technical proficiency of artists in works of dance,

	music theatre, and visual art.
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.
<b>8.1.8.A.2</b>	Create a document using one or more digital applications to be critiqued by professionals for usability.
<b>8.1.8.F.1</b>	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
<b>8.1.8.D.3</b>	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
<b>8.2.8.D.1</b>	Design and create a product that addresses a real world problem using a design process under specific constraints.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How do you create something original that uses the same building blocks as all other compositions?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>Great art requires skill and discipline to turn notions into a quality product.</li> <li>Every artist has a style/artistic period.</li> </ul>
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<p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>Understand: Music Theory             <ul style="list-style-type: none"> <li>Chords                 <ul style="list-style-type: none"> <li>Triad</li> <li>7<sup>th</sup> Chords</li> </ul> </li> <li>Chord Progressions                 <ul style="list-style-type: none"> <li>Standard (I-IV-V-I)</li> <li>12-Bar Blues (I-I-I-I, IV-IV-I-I, V7-V7-I-I)</li> </ul> </li> <li>Song Form                 <ul style="list-style-type: none"> <li>Verse and Chorus</li> <li>ABA Form</li> </ul> </li> </ul> </li> <li>Demonstrate: Bringing together mixed media to create a Podcast             <ul style="list-style-type: none"> <li>Create a storyboard</li> <li>Collecting supporting sources and media</li> <li>Recording interviews</li> <li>Importing pre-recorded music and sound effects</li> </ul> </li> <li>Display use of Multitrack Recording Software             <ul style="list-style-type: none"> <li>Creating new tracks</li> <li>Recording on separate tracks</li> <li>Importing sound clips into a project</li> <li>Exporting for use in other applications or publishing</li> </ul> </li> </ul>
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<p><b>Evidence of Learning</b></p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Weekly assessment of individual achievement.</li> <li>Independent practice: completing weekly classroom assignments.</li> <li>Classroom discussions of chord progressions and song form across various genres.</li> </ul> <p><b>Summative/Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Individual podcast performance task.</li> </ul>
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**Resources/Materials:**

- Computer for each student
- Various web-based music software
- Headphones
- Appropriate musical literature

**Modifications:**

- **Special Education Students**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students’ intrinsic motivations
  - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Music Theory – Chord Progressions	2 Day
2	Music Theory – Song Structure	2 Days
3	Podcasting – Software Introduction	1 Days
4	Podcasting – Creating a Storyboard	1 Day
5	Podcasting – Collecting material	2 Days
6	Podcasting – Creating the podcast	2 Days
<b>Teacher Notes:</b> Students will be responsible for completing interviews outside of class.		
<b>Additional Resources:</b> Click links below to access additional resources used to design this unit: <a href="http://www.state.nj.us/education/cccs/standards/1/">http://www.state.nj.us/education/cccs/standards/1/</a> <a href="http://njcore.org/standards/statestand/12831">http://njcore.org/standards/statestand/12831</a>		

### Unit Overview

**Content Area:** Music Technology and Composition

**Unit Title:** Unit 3: Quarter 3

**Target Course/Grade Level:** Music Technology 6<sup>th</sup> Grade

**Unit Summary:** This unit focuses on writing lyrics and advanced podcasting techniques. Students will not only learn the skills needed to write song lyrics, but they will also explore the lyrics of several genres of music and discuss their relationships. Students will build upon their podcasting skills from the previous unit to create one that includes visual elements.

**Interdisciplinary Connections:**

- Writing lyrics connects to Poetry.
- Music History connects to History.
- Use of multitrack recording software and Google Slides connects to Technology.

**21<sup>st</sup> Century Themes:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.3.12.AR-PRF.4 Demonstrate knowledge of music theory.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### Learning Targets

**Standards**

This unit will include components of *1.1 The Creative Process*: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, *1.2 History of the Arts and Culture*: All students will understand the role, development, and influence of the arts throughout history and across cultures, *1.3 Performance*: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, *1.4 Aesthetic Responses & Critique Methodologies*: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art, *8.1 Educational Technology*: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge, and *8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming*: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CPI#	Cumulative Progress Indicator (CPI)
<b>1.1.8.B.2</b>	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
<b>1.2.8.A.2</b>	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
<b>1.3.8.B.3</b>	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff



<b>1.3.8.B.4</b>	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
<b>1.4.8.A.5</b>	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
<b>1.4.8.B.2</b>	Differentiate among basic formal structure and technical proficiency of artists in works of dance, music theatre, and visual art.
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.
<b>8.1.8.A.2</b>	Create a document using one or more digital applications to be critiqued by professionals for usability.
<b>8.1.8.F.1</b>	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
<b>8.1.8.D.3</b>	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
<b>8.2.8.D.1</b>	Design and create a product that addresses a real world problem using a design process under specific constraints.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does the personal experience of a songwriter effect the outcome of their work?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• Great art requires skill and discipline to turn notions into a quality product.</li> <li>• Every artist has a style/artistic period.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Understand: Song Writing             <ul style="list-style-type: none"> <li>○ Lyrics and their link to Poetry</li> <li>○ Blues Lyrics</li> <li>○ Pop/Rock/Rap Lyrics</li> </ul> </li> <li>• Demonstrate: Using personal experiences to write lyrics to a song</li> <li>• Display use of Multitrack Recording Software in conjunction with other software             <ul style="list-style-type: none"> <li>○ Adding photos to a storyboard</li> <li>○ Creating a slideshow and adding it to a podcast</li> </ul> </li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Weekly assessment of individual achievement.</li> <li>• Independent practice: completing weekly classroom assignments.</li> <li>• Classroom discussions of the evolution of musical styles and lyrics and their relationship to one another.</li> </ul> <p><b>Summative/Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Individual still-shot video podcast performance task.</li> </ul> <p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Computer for each student</li> </ul>	

- Various web-based music software
- Headphones
- Appropriate musical literature

**Modifications:**

- **Special Education Students**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

<b>Lesson Plans</b>		
<b>Lesson #</b>	<b>Lesson Name</b>	<b>Time frame (hours/days)</b>
1	Music History – The Evolution of Musical Style	1 Day
2	Song Writing – Where do song lyrics come from?	1 Days
3	Song Writing – Write your own lyrics	2 Days
4	Adv. Podcasting – Adding photos to your storyboard	1 Day
5	Adv. Podcasting – Creating a slideshow	2 Days
6	Adv. Podcasting – Integrating photos into a podcast	2 Days
7	Adv. Podcasting – The Final Product	1 Day
<b>Teacher Notes:</b>		
<b>Additional Resources:</b>		
Click links below to access additional resources used to design this unit:		
<a href="http://www.state.nj.us/education/cccs/standards/1/">http://www.state.nj.us/education/cccs/standards/1/</a>		
<a href="http://njcore.org/standards/statestand/12831">http://njcore.org/standards/statestand/12831</a>		

### Unit Overview

**Content Area:** Music Technology and Composition

**Unit Title:** Unit 4: Quarter 4

**Target Course/Grade Level:** Music Technology 6<sup>th</sup> Grade

**Unit Summary:** This unit focuses on putting together all of the knowledge and skills learned throughout the school year. Students will build upon their compositions, lyrics, and podcasts to create a final project.

**Interdisciplinary Connections:**

- Writing lyrics connects to Poetry.
- Use of “6<sup>th</sup> Grade Memoirs” connects to English and Technology.
- Use of multitrack recording software and Google Slides connects to Technology.

**21<sup>st</sup> Century Themes:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.3.12.AR-PRF.4 Demonstrate knowledge of music theory.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### Learning Targets

**Standards**

This unit will include components of *1.3 Performance*: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, *1.4 Aesthetic Responses & Critique Methodologies*: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art, and *8.1 Educational Technology*: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

CPI#	Cumulative Progress Indicator (CPI)
<b>1.3.8.B.3</b>	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff
<b>1.3.8.B.4</b>	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
<b>1.4.8.A.3</b>	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.
<b>8.1.8.A.2</b>	Create a document using one or more digital applications to be critiqued by professionals for usability.
<b>8.1.8.F.1</b>	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
<b>8.1.5.B.1</b>	Collaborate to produce a digital story about a significant local event or issue based on first-person

	interviews.
<b>8.1.8.D.3</b>	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
<b>8.1.P.C.1</b>	Collaborate with peers by participating in interactive digital games or activities.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How was your 6<sup>th</sup> Grade year?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• Great art requires skill and discipline to turn notions into a quality product.</li> <li>• Every artist has a style/artistic period.</li> </ul>
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<p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Demonstrate             <ul style="list-style-type: none"> <li>○ Compositional Techniques</li> <li>○ Ability to write lyrics that reflect the meaning of the composition</li> <li>○ Collaborative effort</li> <li>○ Ability to reflect upon personal experiences of the past year</li> </ul> </li> <li>• Display use of:             <ul style="list-style-type: none"> <li>○ Multitrack Recording software</li> <li>○ Compositional software</li> <li>○ Google Slides</li> <li>○ Podcasting skills</li> </ul> </li> </ul>
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**Evidence of Learning**

<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Weekly assessment of group progress.</li> <li>• Independent practice: completing weekly individually assigned checkpoints.</li> <li>• Group discussions of the content of the podcast.</li> </ul>
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<p><b>Summative/Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Group podcast titled “Our 6<sup>th</sup> Grade Year”</li> </ul>
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<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Computer for each student</li> <li>• Various web-based music software</li> <li>• Headphones</li> <li>• Appropriate musical literature</li> </ul>
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<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> </ul> </li> </ul>
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- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students’ intrinsic motivations
  - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	“Our 6 <sup>th</sup> Grade Year” - Introduction	1 Day
2	“Our 6 <sup>th</sup> Grade Year” – Storyboard	1 Days
3	“Our 6 <sup>th</sup> Grade Year” – Composition and Lyrics	2 Days
4	“Our 6 <sup>th</sup> Grade Year” – Collection and Implementation of Visual Material and Supplemental Sound Effects	2 Day
5	“Our 6 <sup>th</sup> Grade Year” – Final Assembly and Details	4 Days
<p><b>Teacher Notes:</b> Students will use their “6<sup>th</sup> Grade Memoirs” to help create a storyboard. Standardized testing may give students less time than planned.</p>		
<p><b>Additional Resources:</b>                      Click links below to access additional resources used to design this unit:  <a href="http://www.state.nj.us/education/cccs/standards/1/">http://www.state.nj.us/education/cccs/standards/1/</a>  <a href="http://njcore.org/standards/statestand/12831">http://njcore.org/standards/statestand/12831</a></p>		