

## GRADE 6 – Unit 2 The Band Project

### Board Approval

**June 11, 2024 (First Reading) July 9, 2024 (Second Reading)**

### Unit Overview

In unit 2, students will learn to:

- Create a band based on members of their group.
- Write lyrics to an original song.
- Design a logo for their band.
- Design a poster for their concert.
- Describe the beginning of their concert.
- Present their band to the class.

### Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1--Rhythm and Meter	17 Sessions	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.8.Cr1a 1.3A.8.Pr4c 1.3A.8.Pr5a	Students will learn basic to complex musical phrases in both duple and triple meters. They will be able to identify the difference between songs that are in duple or triple meter. Through dictation, students will write the notation of short rhythmic	<ul style="list-style-type: none"><li>● Identify and sing using different vocal registers</li><li>● Play a rhythm ostinato.</li><li>● Read/ recognize rhythmic passages containing quarter note/rest and eighth</li></ul>

		1.3A.8.Pr6a	phrases and create and improvise short rhythmic phrases.	<p>notes</p> <ul style="list-style-type: none"> <li>• Read, write and recognize rhythmic passages containing sixteenth notes, sixteenth note syncopations, and dotted eighth-sixteenth note phrases.</li> <li>• Identify thirty-second notes</li> <li>• identify aurally presented rhythmic passages</li> <li>• Create and Improvise short rhythmic phrases</li> </ul>
Unit 2–The Band Project	17 Sessions	1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.8.Cr3a 1.3A.8.Cr3b 1.3A.8.Cr4a 1.3A.8.Cr4d 1.3A.8.Cr4e 1.3A.8.Pr5a 1.3A.8.Pr5b 1.3A.8.Pr6a 1.3A.8.Pr6b 1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3A.8.Re8a 1.3A.8.Re9a	Students will learn what it takes to become successful in the music business. This project will consist of planning, advertising, and performing a part of their concert. If the groups so wish, they can make a video, perform live, or create an interview. Their group presentations will be presented in front of the class.	<ul style="list-style-type: none"> <li>• Quiz identifying the roles of band members in a band.</li> <li>• Monitoring progress of their projects.</li> <li>• Final presentation to class.</li> </ul>

		1.3A.8.Cn11a 1.3A.8.Cn11a		
Unit 3–BandLab	17 lessons	1.3A.8.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3A.8.Cr3a 1.3A.8.Cr3b 1.3A.8.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.8.Pr5a 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.8.Re7a 1.3A.5.Re7b 1.3A.8.Re8a 1.3A.5.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a	Students will learn to use a free online program to write music. BandLab has over 10,000 prewritten loops designed by musical artists in from Blues to Hip Hop to Electric Dance Music. These loops can be dragged into as many as 16 separate tracks to create music. These tracks can be manipulated by tempo, key and structure. Effects can be applied such as pan effects and echo. The available loops span most instruments as well as manufactured sounds. Students can also have the opportunity to record their own voices and play from MIDI keyboards to enter music.	<ul style="list-style-type: none"> <li>● Create a BandLab account</li> <li>● Browse loops and drag them to tracks.</li> <li>● Combine tracks to form an 8 bar song.</li> <li>● Create a layered 32 bar song.</li> <li>● Submit assignments.</li> <li>● Extend loops</li> <li>● Create new tracks.</li> <li>● Change tempo</li> <li>● Change keys</li> <li>● Change time display</li> <li>● Use the metronome</li> <li>● Modify Loops</li> <li>● Cut/Copy/Slice</li> <li>● Arrange a song with effects</li> <li>● Pan a track from left to right</li> <li>● Solo and mute tracks.</li> <li>● Create a song using ABA form.</li> <li>● Create a drum track to accompany a song.</li> <li>● Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro.</li> </ul>

## Grade 5 – Unit 3–The Band Project–17 Lessons

### Unit Vocabulary

Lead Singer	Lead Guitarist	Groove	Logo	
Backup Singer	Rhythm Guitarist	Riff	Chord	

### Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

### Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> <li>History Connections</li> </ul>	<i>Online links and possible resources for</i>	<ul style="list-style-type: none"> <li>We will discuss the benefits of</li> </ul>	<ul style="list-style-type: none"> <li>Amistad law will be discussed and</li> </ul>	<ul style="list-style-type: none"> <li>Holocaust law will be discussed and</li> </ul>	<ul style="list-style-type: none"> <li>LGBTQ and Disabilities law will</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<i>the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i>	"going green" for both advertisement and ticketing.	students are welcome to include it in their projects.	students are welcome to include it in their projects.	be discussed and students are welcome to include it in their projects.	
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Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extra time on assessments</li> <li>• Use of a graphic organizer</li> <li>• Use of concrete materials and objects (manipulatives)</li> <li>• Opportunities for cooperative partner work</li> <li>• Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>• Differentiated center-based small group instruction</li> <li>• If a manipulative is used during instruction, allow its use on a test</li> <li>• Provide reteach pages if necessary</li> <li>• Provide several ways to solve a problem if possible</li> <li>• Provide visual aids and anchor charts</li> <li>• Tiered lessons and assignments</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for redos/retakes</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment projects</li> <li>• Higher-level cooperative learning activities</li> <li>• Provide higher-order questioning and discussion opportunities</li> <li>• Tiered centers</li> <li>• Tiered assignments</li> <li>• Alternate assignments/ enrichment assignments</li> <li>• Provide texts at higher reading level</li> <li>• Extension activities</li> <li>• Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continue practicing vocabulary</li> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> </ul>

	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Agenda book and checklists</li> <li>• Adjusted assignment timelines</li> <li>• Varied reinforcement procedures</li> <li>• Work in progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul>		
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>• Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>• Paragraph about success in popular music</li> <li>• How many or few musicians are needed to cover the parts of a band?</li> <li>• Check progress of each group at the end of each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Group project in which a group creates a band complete with band name, instruments played, logo, poster, first two lines of lyrics to a song and a description of the beginning of their concert. This will be presented to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Final presentation to class.</li> </ul>	<ul style="list-style-type: none"> <li>• Group project in which a group creates a band complete with band name, instruments played, logo, poster, first two lines of lyrics to a song and a description of the beginning of their concert. This will be presented to the class.</li> </ul>

<b>Grade 6 – Unit 3–The Band Project–17 total lessons</b>			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities

<p>Survey</p> <p>2 Lessons</p>	<ul style="list-style-type: none"> <li>1.3A.8.Pr4d—Identify and explain how cultural and historical context inform performances and result in different musical efforts.</li> <li>1.3A.8.Cn11—Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Express likes and dislikes about music.</li> <li>Speculate on successes of musical artists and bands.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #4: Selecting, analyzing, and interpreting work.</li> <li>Anchor Standard #11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Select, analyze, interpret</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What makes you like this band/artist</li> <li>What makes them successful?</li> <li>What do you do in your daily life with music accompanying you?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Analyze</li> <li>Connect with real life</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Music Class Survey</li> </ul>
<p>Success and music</p> <p>2 lessons</p>	<ul style="list-style-type: none"> <li>1.3A.8.Pr4d—Identify and explain how cultural and historical context inform performances and result in different musical efforts.</li> <li>1.3A.8.Cn10—Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Collaborate in defining success in the music industry</li> <li>Demonstrate how a group or musical artist becomes successful</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #4: Selecting, analyzing, and interpreting work.</li> <li>Anchor Standard #10: Synthesizing and relating knowledge and personal experiences to create products.</li> </ul>	<ul style="list-style-type: none"> <li>Define what success means to you</li> <li>Write a paragraph connecting success to modern popular musicians.</li> </ul>

	<p>performing, and responding to music.</p> <ul style="list-style-type: none"> <li>1.3A.8.Cn11—Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>	<ul style="list-style-type: none"> <li>Anchor Standard #11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Analyze, interpret, connect</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What makes a band/musical artist successful?</li> <li>What did they do to achieve success?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Analyze</li> <li>Connect with real life</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Paragraph written about success and how it relates to bands or musical artists.</li> </ul>	
<p>Instruments and roles of members of a Rock/Country/Hip Hop band</p> <p>5 lessons</p>	<ul style="list-style-type: none"> <li>1.3A.8.Re7a—Select programs of music and demonstrate the connections to an interest or experience for a specific purpose</li> <li>1.3A.8.Re7b—Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music</li> <li>1.3A.8.Re7c—Identify and compare the context of programs of music from a</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Differentiate between rhythm guitar and lead guitar</li> <li>Explain the roles of each member of a band.</li> <li>Recognize the connection between a bass player and a drummer.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #7—Perceiving and analyzing products</li> <li>Anchor Standard #8—Interpreting intent and meaning</li> <li>Anchor Standard #9—Applying criteria to evaluate products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Select</li> <li>Analyze</li> <li>Evaluate</li> <li>Interpret</li> </ul> <p><b>Enduring Understandings:</b></p>	<ul style="list-style-type: none"> <li>Quiz, How many people in a band</li> <li>Video—Steven Wilson/Porcupine Tree</li> <li>Video—Beatles</li> <li>Video—Rush</li> <li>Video—The Roots</li> </ul>

	<p>variety of genres, cultures, and historical periods.</p> <ul style="list-style-type: none"> <li>1.3A.8.Re8–Apply appropriate personally developed criteria to evaluate musical works or performances.</li> <li>1.3A.8.Re9–Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures, and historical periods convey expressive content.</li> </ul>	<ul style="list-style-type: none"> <li>Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music.</li> <li>The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What are the typical instruments in a Rock/Country/Hip Hop band?</li> <li>What is the difference between a rhythm guitar and lead guitar?</li> <li>What is the importance of the lead singer?</li> <li>How does the number of people in a band affect a style of music?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Select, analyze, evaluate, interpret</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Quiz–How many members of a band?</li> </ul>	
<p>Project Group Work</p> <p>8 lessons</p>	<ul style="list-style-type: none"> <li>1.3A.8.Cr3a–Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form and use of sound sources.</li> <li>1.3A.8.Cr3b–Present the final versions of personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Work collaboratively to present a final project</li> <li>Design a logo for a band</li> <li>Perform or describe the beginning of a concert.</li> <li>Design a poster for a concert.</li> <li>Write the first two lines of lyrics to perform a song.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #3–Refining and completing products</li> <li>Anchor Standard #4–Selecting, analyzing, and interpreting work</li> <li>Anchor Standard #5–Developing and refining techniques and models or steps needed to create products</li> <li>Anchor Standard #6–Conveying meaning through art</li> <li>Anchor Standard #7–Perceiving and analyzing products</li> </ul>	<ul style="list-style-type: none"> <li>Outline project expectations.</li> <li>Introduce logos</li> <li>Discuss how concerts begin and how it hooks the audience</li> <li>Discuss concert posters.</li> <li>Group work on projects.</li> </ul>

	<p>compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive content.</p> <ul style="list-style-type: none"> <li>• 1.3A.8.Pr4a—Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices</li> <li>• 1.3A.8.Pr4d—Identify and explain how cultural and historical context inform performances and result in different musical efforts</li> <li>• 1.3A.8.Pr4e—Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities.</li> <li>• 1.3A.5.Pr5a—Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance.</li> </ul>	<p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Refine</li> <li>• Select</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Rehearse</li> <li>• Present</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</li> <li>• Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>• Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How will we choose the music to present?</li> <li>• What will the beginning of our concert (hook) be like?</li> <li>• How will we advertise our concert?</li> <li>• How did our group form?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>• Plan, Make</li> <li>• Select</li> <li>• Refine</li> </ul>	
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	<ul style="list-style-type: none"> <li>● 1.3A.5.Pr5b—Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</li> <li>● 1.3A.8.Pr6a—Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent</li> <li>● 1.3A.8.Pr6b—Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, context, and style</li> <li>● 1.3A.8.Re7a—Select programs of music and demonstrate the connections to an interest or experience for a specific purpose</li> <li>● 1.3A.8.Re7b—Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music</li> <li>● 1.3A.8.Re7c—Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods</li> </ul>	<ul style="list-style-type: none"> <li>● Present</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Teacher observation.</li> <li>● Check progress at the end of each class.</li> </ul>	
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