

# NEW JERSEY CONTENT STANDARDS

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 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.

## Unit 1: Musical Foundations, Performing

**Overview:** During this unit, students will learn to read and understand notation. Students will learn about various elements of music and how to incorporate them into listening to, appreciating, singing or playing an instrument. This unit will also focus on various styles, genres and cultures of music. Students will listen to and may perform music.

**Time Frame:** 1st Marking Period

### Enduring Understandings:

Reading and understanding notation is an important skill for music students. This unit will also focus on various styles, genres and cultures of music. Music is made up of various elements that work together to express the artists' point of view. Musical styles and genres are influenced by culture and history.

### Essential Questions:

- How do we identify the most basic elements of music?
- How do rhythm and pitch work together to form a song?
- How do musicians portray emotion and expression in their music?
- What do musicians need to do in order to perform together?
- How are music and mathematics related?

Standards

Topics and Objectives

Activities

Resources

Assessments

<p><b>1.1.8.B.1</b> Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>	<p>SWBAT identify, read, and write traditional music notation (e.g., quarter notes, half notes, whole notes).</p> <p>Explain the elements of music and describe how diverse musical genres use them.</p> <p>Understand and analyze various song structures/forms from various genres, cultures and historical eras.</p> <p>Perform various musical forms vocally or using instruments.</p>	<p>Students will demonstrate the elements of music (beat, meter, rhythm, dynamics, melody, harmony, tonality, texture, timbre, form, etc.). <b>7.RP.A, RST.6-8.4</b></p> <p>Students will identify and describe these elements in diverse musical works, using the proper musical vocabulary/terminology. <b>6.2.8.D.1.b, L.7.3, WHST.6-8.9</b></p> <p>Have students clap a steady beat (hands or body percussion) show that this is notated by quarter notes. Gradually replace quarter notes with half notes and whole notes. <b>7.RP.A</b></p>	<p>Elements of Music activity: <a href="http://lessonplanspage.com/musicnamethatstyleactivity512-htm/">http://lessonplanspage.com/musicnamethatstyleactivity512-htm/</a></p> <p>Rhythm/Body Percussion: <a href="http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/">http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/</a></p> <p>Rhythmic Notations: <a href="http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720">http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720</a></p> <p>Rap Song Structure: <a href="https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/">https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/</a></p> <p>Musical Form: <a href="https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/">https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/</a></p> <p>Form (Blues): <a href="https://www.pbs.org/theblues/classroom/intlyrics.html">https://www.pbs.org/theblues/classroom/intlyrics.html</a></p> <p>Composing Rhythms: <a href="http://lessonplanspage.com/musiccomposingrhythm58-htm/">http://lessonplanspage.com/musiccomposingrhythm58-htm/</a></p> <p>Various musical instruments</p> <p>Warm-up sheets and</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul> <p><b>Summative:</b></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>- Discussion using musical vocabulary</li> <li>- Notes chart</li> <li>- Rhythm demonstration</li> <li>- Composition</li> <li>- Teacher-made check sheets and rubrics.</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> </ul>
<p><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.</p>	<p>Compose rhythms in a selected style and perform them with the expressive qualities of that style.</p>	<p>Students will make a chart. Fold a piece of paper in 16 boxes. In row 1 put a whole note, in row 2 put two half notes, in row 3 put four quarter notes, in row 4 put eight eighth notes. (To visually see the duration of notes in relation to each other.) <b>7.RP.A, NJLSA.SL2</b></p>	<p>Elements of Music activity: <a href="http://lessonplanspage.com/musicnamethatstyleactivity512-htm/">http://lessonplanspage.com/musicnamethatstyleactivity512-htm/</a></p> <p>Rhythm/Body Percussion: <a href="http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/">http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/</a></p> <p>Rhythmic Notations: <a href="http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720">http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720</a></p> <p>Rap Song Structure: <a href="https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/">https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/</a></p> <p>Musical Form: <a href="https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/">https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/</a></p> <p>Form (Blues): <a href="https://www.pbs.org/theblues/classroom/intlyrics.html">https://www.pbs.org/theblues/classroom/intlyrics.html</a></p> <p>Composing Rhythms: <a href="http://lessonplanspage.com/musiccomposingrhythm58-htm/">http://lessonplanspage.com/musiccomposingrhythm58-htm/</a></p> <p>Various musical instruments</p> <p>Warm-up sheets and</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul> <p><b>Summative:</b></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>- Discussion using musical vocabulary</li> <li>- Notes chart</li> <li>- Rhythm demonstration</li> <li>- Composition</li> <li>- Teacher-made check sheets and rubrics.</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> </ul>
<p><b>1.3.8.B.1</b> Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p>	<p>Compose rhythms in a selected style and perform them with the expressive qualities of that style.</p>	<p>Students will make a chart. Fold a piece of paper in 16 boxes. In row 1 put a whole note, in row 2 put two half notes, in row 3 put four quarter notes, in row 4 put eight eighth notes. (To visually see the duration of notes in relation to each other.) <b>7.RP.A, NJLSA.SL2</b></p>	<p>Elements of Music activity: <a href="http://lessonplanspage.com/musicnamethatstyleactivity512-htm/">http://lessonplanspage.com/musicnamethatstyleactivity512-htm/</a></p> <p>Rhythm/Body Percussion: <a href="http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/">http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/</a></p> <p>Rhythmic Notations: <a href="http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720">http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720</a></p> <p>Rap Song Structure: <a href="https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/">https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/</a></p> <p>Musical Form: <a href="https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/">https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/</a></p> <p>Form (Blues): <a href="https://www.pbs.org/theblues/classroom/intlyrics.html">https://www.pbs.org/theblues/classroom/intlyrics.html</a></p> <p>Composing Rhythms: <a href="http://lessonplanspage.com/musiccomposingrhythm58-htm/">http://lessonplanspage.com/musiccomposingrhythm58-htm/</a></p> <p>Various musical instruments</p> <p>Warm-up sheets and</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul> <p><b>Summative:</b></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>- Discussion using musical vocabulary</li> <li>- Notes chart</li> <li>- Rhythm demonstration</li> <li>- Composition</li> <li>- Teacher-made check sheets and rubrics.</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> </ul>
<p><b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics</p>	<p>Compose rhythms in a selected style and perform them with the expressive qualities of that style.</p>	<p>Students will make a chart. Fold a piece of paper in 16 boxes. In row 1 put a whole note, in row 2 put two half notes, in row 3 put four quarter notes, in row 4 put eight eighth notes. (To visually see the duration of notes in relation to each other.) <b>7.RP.A, NJLSA.SL2</b></p>	<p>Elements of Music activity: <a href="http://lessonplanspage.com/musicnamethatstyleactivity512-htm/">http://lessonplanspage.com/musicnamethatstyleactivity512-htm/</a></p> <p>Rhythm/Body Percussion: <a href="http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/">http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/</a></p> <p>Rhythmic Notations: <a href="http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720">http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720</a></p> <p>Rap Song Structure: <a href="https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/">https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/</a></p> <p>Musical Form: <a href="https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/">https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/</a></p> <p>Form (Blues): <a href="https://www.pbs.org/theblues/classroom/intlyrics.html">https://www.pbs.org/theblues/classroom/intlyrics.html</a></p> <p>Composing Rhythms: <a href="http://lessonplanspage.com/musiccomposingrhythm58-htm/">http://lessonplanspage.com/musiccomposingrhythm58-htm/</a></p> <p>Various musical instruments</p> <p>Warm-up sheets and</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul> <p><b>Summative:</b></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>- Discussion using musical vocabulary</li> <li>- Notes chart</li> <li>- Rhythm demonstration</li> <li>- Composition</li> <li>- Teacher-made check sheets and rubrics.</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> </ul>

<p>of the genre.</p> <p><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.</p> <p><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.</p>		<p>supplemental concert music</p> <p>Internet</p> <p>Web Quests Laptop/classroom</p> <p>Computers SMART Boards</p> <p>Recording equipment</p>	<p>- Pair-Share</p> <p>- 3-2-1</p> <p>- Beach ball</p> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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**Key Vocabulary:** Rhythm, Tempo, Dynamics; Notation, Synchronization, Rondo, Form

## Unit 2: Musical Foundations, Performing

**Overview:** Musical Foundations; Performing - During this unit, students will learn to read music and play the keyboard and other instruments. Students will learn about various elements of music and how to incorporate them into their playing in order to play expressively. This unit will also focus on various forms of music, and students will listen to and perform music in these different forms using various instruments.

**Time Frame:** 2nd Marking Period

**Enduring Understandings:**

The elements of music combine to create an artist’s expression of their point of view.  
There are different forms of music that lend themselves to different instruments.

**Essential Questions:**

How does playing music in a group differ from playing solo?  
What techniques contribute to a quality performance on the piano?  
How is a study of music implemented?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p><b>1.1.8.B.1</b> Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>	<p>SWBAT compare and contrast solo versus group performance of Western and non-Western works.</p> <p>Students will find G on the treble clef and F on the bass clef and use them as anchor notes to determine what the other notes on the staff are.</p>	<p>Students will watch “Middle C and the Grand Staff” from Quaver Music and discuss patterns they notice.</p> <p><b>NJSLSA.SL1</b></p> <p>Students will learn the nemonic devices used to remember note names and will create their own. (Every Good Boy Does Fine, FACE, All Cows Eat Grass, Good Boys Do Fine Always) <b>RST.6-8.4</b></p>	<p><u>Middle C &amp; The Grand Staff:</u> <a href="https://www.google.com/search?q=middle+c+and+the+grand+staff&amp;rlz=1C1AJZK_enUS779US780&amp;oq=middle+c+and+the+grand+staff&amp;aqs=chrome..69i57j0l2.4924j0j7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=middle+c+and+the+grand+staff&amp;rlz=1C1AJZK_enUS779US780&amp;oq=middle+c+and+the+grand+staff&amp;aqs=chrome..69i57j0l2.4924j0j7&amp;sourceid=chrome&amp;ie=UTF-8</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul>
<p><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.</p>	<p>Read and perform musical notation for instruments or voice.</p> <p>Demonstrate knowledge of various styles of music (Western and non-Western) by justifying their choice of one style to perform.</p>	<p>Students will use a note recognition website to review. <b>NJSLSA.R7</b></p>	<p><u>Note names/placement:</u> <a href="http://denisegagne.com/fun-ways-to-teach-note-names/">http://denisegagne.com/fun-ways-to-teach-note-names/</a></p> <p><u>Note recognition game:</u> <a href="http://artsedge.kennedy-center.org/interactives/stepripghttp/whackanote/">http://artsedge.kennedy-center.org/interactives/stepripghttp/whackanote/</a></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> </ul>
<p><b>1.3.8.B.1</b> Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p>	<p>Discuss performances using music terminology.</p> <p>Evaluate performances using objective criteria.</p>	<p>Students will work in a group on various performances (rhythm, familiar and unfamiliar songs). <b>NJSLSA.SL1, 7.RP.A, RST.6-8.3</b></p>	<p><u>Musical Notation:</u> <a href="https://www.teachingchannel.org/video/notation-and-duration-in-music">https://www.teachingchannel.org/video/notation-and-duration-in-music</a></p> <p>Music and science: <a href="http://www.pbs.org/wnet/musicininstinct/">http://www.pbs.org/wnet/musicininstinct/</a></p>	<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-Teacher-made check sheets and rubrics.</li> <li>-Note Recognition</li> <li>-Class made rubrics</li> <li>-Class discussion using musical vocabulary</li> <li>-Group performances</li> </ul>
<p><b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic</p>	<p>Evaluate performances using objective criteria.</p>	<p>In small groups, students will discuss their peers’ performances using music terminology.</p> <p><b>NJSLSA.SL1, SL.7.1</b></p>	<p>Sequence (music app) Various musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>20 Quick Formative Assessments from the art of education:</li> <li>- Outcome</li> </ul>

<p>characteristics of the genre.</p> <p><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.</p> <p><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.</p>	<p>Then students will create a rubric with criteria to evaluate the performances. <b>NJSLSA.W9</b></p> <p>Individually, students will use the rubric to evaluate their peers' performances.</p> <p>Compare and contrast solo versus group performance of Western and non-Western works. <b>6.2.8.D.1.b</b></p>	<p>Internet</p> <p>Laptop/classroom computers</p> <p>SMART Boards recording equipment Garage Band</p>	<p>Sentences</p> <ul style="list-style-type: none"> <li>- Pair-Share</li> <li>- 3-2-1</li> <li>- Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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**Key Vocabulary:** quarter note, half note, whole note, eighth notes **Tempo:** lento, moderato, presto, allegro, andante, accelerando, ritardando

## Unit 3 - Musical History

**Overview:** Students will identify artistic styles, trends, and movements in music within historical eras and evaluate the effectiveness of music by a single artist over time. They will gain experience performing musical compositions from various genres and time periods.

**Time Frame:** 3rd Marking Period

**Enduring Understandings:**

Music expresses the beliefs and values of the society in which it originates.

Music can employ various compositional techniques to express the composer’s ideas.

**Essential Questions:**

How did music develop into what we listen to today?

How does the music of a time period reflect the prevailing ideas and main events of that time period?

How do music and history influence each other?

Is there a right way and a wrong way to write music?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>1.1.8.B.1</b> Analyze the application of the elements of music in diverse Western and non-Western musical works from different	SWBAT identify artistic styles, trends, and movements in music within historical eras.  Evaluate the effectiveness of music by a single artist over	Students will listen to/perform music from the beginning of Beethoven’s career and from right before he died. <b>7.RP.A, NJSLA.SL2, RST.6-8.3</b>	Ludwig van Beethoven – Symphony 1 and Symphony 9  Composers Lessons: <a href="https://makingmusicfun.net/ht">https://makingmusicfun.net/ht</a>	<b>Benchmark Assessment:</b> - Common formative Assessment  <b>Formative:</b>

<p>historical eras using active listening and by reading and interpreting written scores.</p> <p><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.</p> <p><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.</p> <p><b>1.4.8.B.1</b> Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p><b>1.4.8.B.2</b> Differentiate among basic</p>	<p>time.</p> <p>Compare and contrast past and contemporary musical works, describing how they demonstrate musical elements.</p> <p>Students will discuss how the time period influences the music of the era.</p> <p>Students will use music terminology when discussing the strengths and weaknesses of a piece.</p>	<p>Discuss the differences in the music over time. <b>6.2.8.D.1.b</b></p> <p>Write a character poem "I am", expressing the change in the music. <b>NJSLSA.L3</b></p> <p>Students will listen to/perform music by both Schoenberg and Copland. Students will describe the differences. <b>7.RP.A, NJSLSA.SL2</b></p> <p>Students will listen to/perform music by John Williams and compare it to music heard on the radio today, using music vocabulary. <b>NJSLSA.L6, 7.RP.A</b></p> <p>In small groups, students will research and discuss a piece of music influences, taking notes to use in a critical essay. <b>NJSLSA.SL1, WHST.6-8.4.</b></p> <p>Students will write a critical essay comparing and contrasting the pieces they learned about. <b>NJSLSA.L6</b></p>	<p><a href="http://mmf_music_library_m eet_t he_composer_index.php">m/mmf_music_library_m eet_t he_composer_index.php</a></p> <p>Meet the Great Composers, Book 1 by June Montgomery and Maurice Hinson</p> <p>Copland lessons: <a href="https://www.dropbox.com/s/x nil7hyze7yhp7t/2018%20 YP C%20RESOURCE%20G UID E.pdf?dl=0">https://www.dropbox.com/s/x nil7hyze7yhp7t/2018%20 YP C%20RESOURCE%20G UID E.pdf?dl=0</a></p> <p>Accent on Composers by Jay Althouse and Judy O'Reily</p> <p>Aaron Copland - Appalachian Spring <a href="https://www.youtube.com/wat ch?v=xDRWdNn_nLk">https://www.youtube.com/wat ch?v=xDRWdNn_nLk</a></p> <p>Arnold Schoenberg – "Pierrot Lunaire" <a href="https://www.youtube.com/wat ch?v=eOZH7qqIDkQ">https://www.youtube.com/wat ch?v=eOZH7qqIDkQ</a></p> <p>John Williams music from Star Wars</p>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-Group discussions about Beethoven, Schoenberg, Copland</li> <li>-Poem</li> <li>-Discussion about contemporary music and John Williams</li> <li>-Critical Essay</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> <li>- Pair-Share</li> <li>- 3-2-1</li> <li>- Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use</a></p>
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<p>formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p><a href="https://www.youtube.com/watch?v=EPj2DHaS5jk">https://www.youtube.com/watch?v=EPj2DHaS5jk</a></p> <p>Williams Listening Activities: <a href="http://naccna-assets.s3.amazonaws.com/the_music_of_star_wars_-_teacher_study_guide_%28dec_2016%29.pdf">http://naccna-assets.s3.amazonaws.com/the_music_of_star_wars_-_teacher_study_guide_%28dec_2016%29.pdf</a></p> <p>Various musical instruments Warm-up sheets and supplemental concert music Internet Web Quests Laptop/classroom computers SMART Boards</p>	<p>-today/</p>
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**Key Vocabulary: symphony, word painting, cryptogram, experimental music, chance music, serialism, Baroque, Classical, Romantic, 20th Century**

### Unit 4 - Musical Foundations

**Overview:** Students will apply foundations of music theory in writing their own music compositions.

**Time Frame:** 4th Marking Period  
NJDOE Standards Born on Date: 2014

**Enduring Understandings:**

Musical elements are utilized by composers to convey their works.

Different cultures have a variety of musical traditions.

**Essential Questions:**

How do I take my knowledge of basic music theory and apply it to creating my own musical composition?

What are the musical traditions of other cultures in other countries?

How do I perform a popular piece of music on the guitar?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.8.B.1</b> Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p><b>1.1.8.B.2</b> Compare and contrast</p>	<p>SWBAT create and notate their own basic music compositions.</p> <p>Name and describe instruments used in various cultures.</p> <p>Perform traditional folk music from diverse countries/cultures on traditional instruments.</p> <p>Compose a song in any style</p>	<p>Students apply foundations of music theory in writing their own music compositions. <b>NJSLSA.R7</b></p> <p>Students will play World Instrument Bingo until students can recognize all 25 instruments by ear. <b>NJSLSA.SL2</b></p> <p>Identify the origin of the instruments on a world map. <b>L.7.3.</b></p>	<p>Grade 7 ABRSM Composition Question - <a href="https://www.youtube.com/watch?v=0OKR4g7ruPM">https://www.youtube.com/watch?v=0OKR4g7ruPM</a></p> <p>How Making Music Made Math Cool in this Classroom <a href="https://www.youtube.com/watch?v=b3X1S3T7udY">https://www.youtube.com/watch?v=b3X1S3T7udY</a></p> <p><u>Instrument cards:</u> <a href="https://www.mes-english.com/flashcards/mu">https://www.mes-english.com/flashcards/mu</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> <li>- Self- Assessment</li> </ul>

<p>the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p><b>1.3.8.B.1</b> Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p><b>1.2.8.A.3</b> Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p><b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p><b>1.3.8.B.3</b></p>	<p>of folk music from around the world.</p> <p>Use music terminology to discuss the strengths and weaknesses of the pieces.</p> <p>Analyze the influences of various types of folk music of society and culture.</p>	<p>Complete a webquest on traditional folk music from around the world. <b>NJSLSA.SL2, 6.2.8.D.1.b, WHST.6-8.9</b></p> <p>Create a playlist of their favorite folk songs, discussing in small groups the effectiveness of the pieces. <b>NJSLSA.SL1</b></p> <p>Students learn a dance and play folk music of a specific culture/country on traditional instruments. <b>RST.6-8.3</b></p> <p>Compose a simple song in the tradition of folk music. <b>7.RP.A</b></p> <p>Collaborate with peers to create a bulletin board highlighting the cultural impact of folk music from various cultures. <b>NJSLSA.SL1</b></p>	<p><a href="#">sic. php</a></p> <p><b>Instrument Bingo Cards:</b> <a href="https://myfreebingocards.com/school/music/instruments">https://myfreebingocards.com/school/music/instruments</a></p> <p><b>Folk Music-composition:</b> <a href="http://lessonplanspage.com/musiccomposingwithfolkmelodi">http://lessonplanspage.com/musiccomposingwithfolkmelodi</a> <a href="http://esandbelabartok68-htm/">http://esandbelabartok68-htm/</a></p> <p><b>Folk dance with video:</b> <a href="https://www.ket.org/education/resources/dances-many-cultures/">https://www.ket.org/education/resources/dances-many-cultures/</a></p> <p><b>Folk Music tracks:</b> <a href="https://folkways.si.edu/search?query=folk+music">https://folkways.si.edu/search?query=folk+music</a></p> <p>World Music Instruments: <a href="https://makingculturalmusic.wordpress.com/2012/04/10/14-world-music-instruments-that-can-be-made-from-recycled-materials/">https://makingculturalmusic.wordpress.com/2012/04/10/14-world-music-instruments-that-can-be-made-from-recycled-materials/</a></p> <p>Various musical instruments</p>	<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-Webquest</li> <li>-Playlist</li> <li>-Dance/instrument playing</li> <li>-Original composition</li> <li>-Bulletin Board</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>- Outcome Sentences</li> <li>- Pair-Share</li> <li>- 3-2-1</li> <li>- Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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<p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>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.</p>	<p>Warm-up sheets and supplemental concert music</p> <p>Internet Web Quests</p> <p>Laptop/classroom computers SMART Boards</p>	
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**Key Vocabulary:** symphony, word painting, cryptogram, experimental music, chance music, serialism, folk music

**Integration of 21st Century Standards NJSL 9:**

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> </ul> <p>Incorporate visuals: graphic organizers, gestures, props</p>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hun</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>

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**Interdisciplinary Connections:**

**ELA - NJSL/ELA:**

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Social Studies:**

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Math:**

NJSLS M.K.CC.A Know number names and the count sequence.

**Integration of Technology Standards NJSLS 8:**

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

**Career Ready Practices:**

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.