

Somers Point School District



Curriculum

Music

Grade 6-8

August 2013

Board Approved:

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Somers Point School District

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Acknowledgments

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

The arts contribute to the achievement of social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. The Somers Point School District believes that a structured, systematic, comprehensive and conceptual framework of music education is at the core of teaching and learning experiences. Every child should have a sustained education in music. The study of music teaches mental discipline and creative problem solving. It instills attentiveness, greater cooperation, personal reflection, and curiosity. These qualities come about through a lifelong affiliation with the study of music. The study of music provides us with experiences that lead to greater musical as well as intellectual and personal improvements.

New Jersey State Department of Education Core Curriculum Content Standards

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

Standards, Strands and Cumulative Progress Indicators

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

PDF Version

[New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#)

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

Music

Scope and Sequence

Module 1: Music Appreciation/History/Culture	Module 2: Texture/Tone Color
Module 3: Rhythm/Tempo/Meter	Module 4: Melody/Form/Dynamics
Module 5: Creation/Expression	

Suggested blocks of Instruction	Grade Level/Subject: Music 6-8	Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
		Topic: Music Appreciation/History/Culture	
		Goal 1: The students will continue to develop knowledge and appreciation of music from various cultures. Goal 2: The students will continue to appreciate composers' lives with respect to various time periods, styles and contributions to world culture. Goal 3: The students will develop an awareness of music's purpose within society. Goal 4: The students will be able to give written or verbal responses to diverse musical experiences displaying an understanding of musical content, their emotional reaction using proper terminology.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
On-going	<p>1.1.8.B.1 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. Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>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. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>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. Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why should I care about the arts? • What's the difference between a thoughtful and a thoughtless artistic judgment? • How does music reflect different cultures/regions/ and time periods in history and how has it evolved over time? • Why is it important to be exposed to music from different cultures? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Introduce History of American music i.e. Patriotic, Blues, Jazz, Slave, Folk, Rock, Rap, Hip Hop, Ragtime, Musicals, etc. • Introduce History of Non-Western and Western Music i.e. periods (Baroque, etc.), Sacred/Secular, etc. • Influential composers from American, Western and Nonwestern music • Relationship of music within the arts (art, dance, etc.) • Instruments used in various cultures and time periods • Improvisation 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • Listen to the Phantom of the Opera CD while reading the libretto. Follow up by watching Andrew Lloyd Weber's Phantom of the Opera movie. Students will discuss the musical themes, character motifs and take a quiz. Career opportunities related to Broadway will be discussed. • An in depth study of the Star Spangled Banner's origin both historically and musically. Memorize, perform and understand song vocabulary. • Listen to Bach's Toccata and Fugue in D Minor. Discuss themes, form, and style. Learn to play melodies on the piano. • Experience music that represents world cultures and their traditions. Example: Say It with Drums and Siyahamba. • Listen to, discuss and compare styles of music: classical, opera, jazz, rock, contemporary, swing, hip hop etc. Use various sources such as Silver Burdett listening examples, Music in Education Listening Examples and Music K-8 Magazines. Example: George Gershwin • Discuss live performances such as in school concerts and plays. Students respond to thematic content, musical content and discuss performance related career opportunities. • <input type="checkbox"/> Using custom made Power Point Jeopardy Games, reinforce and review elements and characteristics of musical styles and composers.

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		Topic: Music Appreciation/History/Culture	
		Goal 1: The students will continue to develop knowledge and appreciation of music from various cultures. Goal 2: The students will continue to appreciate composers' lives with respect to various time periods, styles and contributions to world culture. Goal 3: The students will develop an awareness of music's purpose within society. Goal 4: The students will be able to give written or verbal responses to diverse musical experiences displaying an understanding of musical content, their emotional reaction using proper terminology.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	people and their values. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. The arts reflect cultural morays and personal aesthetics throughout the ages. 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. Western, non-Western, and avant-garde notation systems have distinctly different characteristics. 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. Stylistic considerations vary across genres, cultures, and historical eras. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts. 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian		<ul style="list-style-type: none"> • Perform and discuss composers and music from different time periods and cultures • Learn dances and games from different time periods and cultures (i.e. square dance, ballet, folk dances, etc.) • Explore the connection between music and cultural/traditional holidays • Perform music in different languages • Explore role of technology in music <p>Suggested Materials:</p> <ul style="list-style-type: none"> • Music in Education Yamaha Keyboard Lab • Recordings, example: Professional CD recording of Wicked and typed libretto • Textbooks • Teacher created materials (PowerPoint's) • Recordings • Maps • Instruments • Computer/web-based programs • Listening maps • Websites: www.sfskids.org, www.youtube.com, United streaming, www.nyphilkids.org, pbskids.org, etc. • Music K-8, Activate, etc. • Crayons, pencils and blank paper <p>Suggested Assessment:</p>

Suggested blocks of Instruction	Grade Level/Subject: Music 6-8	Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>purposes. Art may be used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. Symbolism and metaphor are characteristics of art and art-making.</p> <p>1.4.8.A.6 Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas. Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>1.4.8.A.7 Awareness of basic elements of style and design in</p>		<ul style="list-style-type: none"> • Teacher observation of student participation and performance. • Rubrics • Video: Beethoven Lives Upstairs <p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Teacher observation of student participation, discussion and performance • Rubrics

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	dance, music, theatre, and visual art inform the creation of criteria for judging originality. Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.		

Suggested blocks of Instruction	Grade Level/Subject: Music 6-8	Big Idea: An understanding of the elements and principles of art is essential to the creative process and artistic production.	
		Topic: Texture/Tone Color	
		Goal 1: The students will be able to recognize textural differences created by the musical form. Goal 2: The students will be able to differentiate between major and minor tonality. Goal 3: The students will be able to identify the timbre of orchestral instruments. Goal 4: The students will be able to play simple chord accompaniments.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Ongoing	<p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>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. Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</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. Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. Performance technique in dance, music,</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does texture and tone color affect the music and how can it be manipulated? • How are tones produced? • How is tone color important in the creation of music? • How do different materials affect tone color? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Introduce/review students to various textures i.e. homophonic, polyphonic, ostinato, echo songs, partner songs, counter melodies, descants, rounds and canons, monophonic, accompanied vs. unaccompanied, etc. • Introduce/review texture terminology: thick, thin, layered, accompaniment vs. unaccompanied, etc. • Expanded Instrument Families • Understanding the science of sound production • Instrument Registers • Vocal vs. Instrumental Ensembles • Computer generated tones • Vocabulary: Head voice, Chest Voice, Falsetto, 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • Explore the relationship between tones in music and dynamics found in nature, found sounds and computer generated sounds • Identify and perform with various instrumental timbres including orchestra/electronic instruments • Identify timbre or tones of individuals and groups: male, female, child, chorus, duet, trio, orchestra, band, septet, etc. • Manipulate voice to explore different tones and registers and use instruments to produce tones • How different tone colors affect the mood of a piece • Use classroom percussion to explore different textures and tone color • Using Music K-8 materials, students perform songs with accompaniment tracks demonstrating ability to sing both melody and harmony parts. Example – Winter in the Country. • Listen to Leonard Bernstein's Overture to Candide using listening map on Discuss canon form and the textures created. • Identify choral SATB timbre while listening to Vivaldi's Gloria in excelsis or Handel's Hallelujah Chorus with listening map using Messiah CD • Using Activate Magazine's Music Baseball Game (CD, questions and game pieces) for orchestral

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>theatre, and visual art varies according to historical era and genre.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>		<p>instruments, students will identify individual instruments by timbre.</p> <ul style="list-style-type: none"> Using Music in Education Yamaha Keyboard Lab <p>Suggested Materials:</p> <ul style="list-style-type: none"> Textbooks Music K-8 Magazine/CD, Activate, etc... Music in Education Yamaha Keyboard Lab classroom instruments teacher created materials computer based programs listening maps Websites: www.sfskids.org, www.youtube.com, www.dsokids.com, www.nyphilkids.org, pbskids.org, artsalive.ca, www.philtulga.com etc. <p>Suggested Assessments:</p> <ul style="list-style-type: none"> Teacher observation and discussion Rubrics Yamaha keyboard quizzes Student self-assessment rubrics

Suggested blocks of Instruction	<u>Grade Level/Subject:</u>	Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
	Music 6-8	Topic: Rhythm/Tempo/Meter
		<p>Goal 1: The students will be able to identify the strong/weak and down/up beats.</p> <p>Goal 2: The students will be able to identify syncopation.</p> <p>Goal 3: The students will be able to identify, perform and conduct songs with mixed meters.</p> <p>Goal 4: The students will be able to read and perform more complex rhythmic sequences using whole through sixteenth notes.</p> <p>Goal 5: The students will be able to interpret tempo markings.</p>

<p>Objectives</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non- standard Western, non-Western, and avant-garde notation. Western, non-Western, and avant- garde notation systems have distinctly different characteristics.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. Stylistic considerations vary across genres, cultures, and historical eras.</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. Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. Symbolism and metaphor are characteristics of art and art-making.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. Artwork may be both utilitarian and non- utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we experience rhythm in music? • How do we experience rhythm in our daily lives? • How do tempo and meter affect music? • Does changing tempo affect music? • Is tempo important in the creation of music? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Duple/Triple • Written and oral identification of note values: Quarter Note, Eighth Note, Quarter Rest, Eighth Rest, Half Note, Half Rest, Whole Note, Whole Rest, Paired Eighths, Tied Notes, Triplets, Sixteenth Notes, Dotted Quarter Notes, Dotted Half Notes, Sextuplets • Syncopation • Steady Beat • Time Signatures: 2/4, 3/4, 4/4, 6/8, 5/4, 2/2, Cut time, etc. • Improvisation • Faster/Slower • Getting Faster/Getting Slower • Review and continue to introduce appropriate terminology/vocabulary – i.e. Allegro, Andante, Largo, Presto, fermata, Ritardando, moderato, vivace, grave 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • Using Music in Education Yamaha Keyboard Lab Lesson 14: Strong and Weak Beats, students explore written music for Rag Mop and listening excerpts from the Theme to Miami Vice and Mountain City Blues. • Listen to, discuss and move to the syncopated beat created in Scott Joplin’s Pineapple Rag • Perform songs in mixed meters, identify the meter changes, conduct and perform complex rhythmic patterns. (new Hungarian Folk Song, Latin America Chant) • Compose rhythmic patterns using a variety of combinations. Perform and record using the keyboard percussion presets at the Yamaha Keyboard lab. • Listen to Mussorgsky’s Great Gate of Kiev,. Discuss the tempo changes and the emotional effects created by these changes. • Reinforce rhythm syllables • Locomotor and Non-locomotor movement to steady beat (i.e. marching, tapping, swaying, etc.) • Body percussion (clapping, patting, snapping, etc.) • Listening activities to recognize steady vs. non steady beat and to demonstrate the difference between strong/weak beat • Use of classroom percussion (i.e. rhythm sticks, boom whackers, drums, etc.) • Creating/improvise rhythms at different tempos • Perform and improvise rhythms in duple and triple meter • Use movement to show rhythms and identify meter • Reinforce mathematical relationship between note values and time signatures • Read/Create/Perform/Dictate rhythmic notation <p>Suggested Materials:</p> <ul style="list-style-type: none"> • Textbooks • Teacher created materials • Computer/ web based programs • Recordings • Flashcards • Websites: YouTube, sfskids.org • Whiteboards • Manipulatives (i.e. Balls, rhythm sticks, popsicle sticks, bean bags, etc.) • Classroom instruments • Websites: www.sfskids.org, www.youtube.com • Music in Education Yamaha Keyboard Lab Lessons and Quizzes • Flutophones/records and Music K-8 recorder music/CDs <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation of student participation and performance <p>Student self-assessment by discussion, rubric or Yamaha keyboard quizzes</p>
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Suggested blocks of Instruction	Grade Level/Subject: Music 6-8	Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Rhythm/Tempo/Meter	
		Goal 1: The students will be able to identify notation containing whole, half, quarter, eighth and sixteenth notes and whole, half, quarter rests and create rhythmic patterns using stated notation. Goal 2: The students will be able to identify meter signatures in 2/4, 3/4, 4/4, 6/8 and conduct 2/4, 3/4 and 4/4 meters. Goal 3: The students will be able to recognize, perform and conduct different tempi.	
			Suggested Assessment: <ul style="list-style-type: none"> • Teacher observation of student participation and performance • Student self-assessment by discussion, rubric or Yamaha keyboard quizzes • Rubrics

Suggested blocks of Instruction	Grade Level/Subject: Grade 6-8/ Music	Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Topic: Melody/Form/Dynamics	
		Goal 1: The students will be able to identify tonal centers Goal 2: The students will be able to identify countermelodies and descants. Goal 3: The students will be able to identify and/or perform canons, call and response, partner songs, Goal 4: The students will be able to create major, chromatic, whole tone and pentatonic scales. The students will be able to identify sharps and flats. Goal 5: The students will be able to interpret dynamic markings.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Ongoing	<p>1.1.8.B.1 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. Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>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. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does creating and performing in the arts differ from viewing the arts? • How do dynamics, melody, and form affect music? • Does changing the dynamics, melody, and form affect the music? • Are dynamics and form important in the creation of music? • How does a performer create dynamics? • Is form and dynamics necessary? • How can form be manipulated? • How is melody created? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Melody vs. Harmony • Identify characteristics of Melody/harmony (melodic direction) • Review and Introduce appropriate melody terminology and symbols: Intervals, Pitch letter names, range and register, Steps/skips, accidentals, ostinato, major and minor, diatonic vs. chromatic, etc. • Review and Introduce appropriate harmony terminology and symbols: chordal progression, major and minor, triads, intervals, different types of harmony (2 part, 3 part, etc.), SA, etc. • Scales: major, minor, blues, chromatic, etc. • Modulation • Modes • Improvisation • Review and introduce and demonstrate 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> • Practice pitch matching and recognizing home tone • Practice recognizing key changes • Explore interval relationships between tones (i.e. steps, skips, jumps, etc.) • Use listening maps to follow melody/harmony • Sing melodic patterns in echo and call-response Forms • Create/perform simple and complex melodies and harmonic ostinatos • Explore how different modalities affect the mood of a piece • Use manipulatives to demonstrate melodic contour (i.e. wire, pipe cleaners, cotton balls, scarves, etc.) • • Use canons and rounds to reinforce the concept of harmony and then perform songs with 2-4part harmony. Explore countermelodies as a form of harmony • Identify notes within the treble clef and perform on instruments or voice • Perform harmonic accompaniments on various instruments involving the I-IV-V-I progressions and cadences • Explore different phrasing within different pieces of music • Using Music in Education Yamaha Keyboard Lab, Lesson 13, 24, 27: Demonstrate understanding of musical

Suggested blocks of Instruction	Grade Level/Subject: Grade 6-8/ Music	Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Topic: Melody/Form/Dynamics	
		Goal 1: The students will be able to identify tonal centers Goal 2: The students will be able to identify countermelodies and descants. Goal 3: The students will be able to identify and/or perform canons, call and response, partner songs, Goal 4: The students will be able to create major, chromatic, whole tone and pentatonic scales. The students will be able to identify sharps and flats. Goal 5: The students will be able to interpret dynamic markings.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	genre. Stylistic considerations vary across genres, cultures, and historical eras. 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. Symbolism and metaphor are characteristics of art and art-making. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality. 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative	understanding of appropriate dynamic terminology i.e. – Forte, Fortissimo, Piano, Pianissimo, Mezzo Forte, Mezzo Piano, Crescendo, Decrescendo	elements. <ul style="list-style-type: none"> Use textbook series to demonstrate understanding of various musical elements i.e. Tonic and tonal center in Adios Amigos, Scale structure in Asadoya, major/ minor tonality in Are You Sleeping. Explore different forms through listening charts, i.e. Theme and variations in Charles Ives’ America. Suggested Materials <ul style="list-style-type: none"> Music in Education Yamaha Keyboard Lab Textbooks Flashcards Teacher created materials Instruments Computer/web based programs Manipulatives (i.e. scarves, pipe cleaners, wire, cotton balls, popsicle sticks, etc.) Listening maps Websites: www.sfskids.org, www.youtube.com, Denise Gagne channel (YouTube), United streaming, etc. Suggested Assessment <ul style="list-style-type: none"> Student self assessment by discussion, rubric or Yamaha keyboard quizzes Teacher observation of student participation and performance Rubrics

Suggested blocks of Instruction	Grade Level/Subject: Grade 6-8/ Music	Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Topic: Melody/Form/Dynamics	
		Goal 1: The students will be able to identify tonal centers Goal 2: The students will be able to identify countermelodies and descants. Goal 3: The students will be able to identify and/or perform canons, call and response, partner songs, Goal 4: The students will be able to create major, chromatic, whole tone and pentatonic scales. The students will be able to identify sharps and flats. Goal 5: The students will be able to interpret dynamic markings.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	works of dance, music, theatre, and visual art. Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.		

Suggested blocks of Instruction	Grade Level/Subject: Music 6-8	Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
		Topic: Creation/Expression	
		Goal 1: The student will be able to improvise rhythmically and melodically. Goal 2: The students will be able to create their own composition using acquired knowledge of notation, rhythms, meter and form. Goal 3: The students will be able critique performances using appropriate musical terminology.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
On-going	1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art 1.4.8.A.4. Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. 1.4.8.A.5. Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6. Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. 1.4.8.B.2 Differentiate among basic formal structures and	Essential Questions: <ul style="list-style-type: none"> Why should I care about the arts? What’s the difference between a thoughtful and a thoughtless artistic judgment? What do students learn about themselves through critiquing? Can self-critiquing improve or change future performances? Enduring Understandings: <ul style="list-style-type: none"> Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. By using critiquing students become aware of the musical elements in performance and become more engaged with their creation/performance. 	Suggested Learning Activities <ul style="list-style-type: none"> Using Music in Education Yamaha Keyboard Lab, students are given opportunities to create and record their own compositions. Using a well-known song, Frere Jacques, students will embellish and improvise the melody. Students will discuss then critique live performances such as in-school band/chorus concerts, plays and special presentations as well as performances viewed through technology i.e. YouTube, TV. Music in Education Keyboard lab Lesson 23: Harmonic Interval – Fifth. Students identify seconds, thirds and fifths by moving or writing. Create ostinato using intervals. Compose a piece using Garageband. Suggested Materials: <ul style="list-style-type: none"> Classroom instruments MacBook’s Yamaha Keyboard Lab In school performances presented by peers and outside performances. Websites: www.sfskids.org, www.youtube.com, Denise Gagne channel (YouTube), United streaming, etc. Suggested Assessment: <ul style="list-style-type: none"> Quizzes built into keyboard lessons

Suggested blocks of Instruction	Grade Level/Subject: Music 6-8	Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
		Topic: Creation/Expression	
		Goal 1: The student will be able to improvise rhythmically and melodically. Goal 2: The students will be able to create their own composition using acquired knowledge of notation, rhythms, meter and form. Goal 3: The students will be able critique performances using appropriate musical terminology.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	technical proficiency of artists in works of dance, music, theatre, and visual art. 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.		<ul style="list-style-type: none"> • Teacher observation • Student self-assessment • Rubrics

Music 6-8

Course Benchmarks

The students will be able to...

The students will develop an appreciation of the varied musical genres, differences in music found in world cultures and the purpose of music in society. The students will be able to create their own compositions and express themselves utilizing their knowledge of musical structure and elements.