



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

General Music 6-8

Content Area: Music
Grade Span: Grades 6-8
Revised by: Matthew Worden
Presented by: Rebekah Sterlacci
Approval date: August 2023

Members of the Board of Education

Shantell Cherry, President
Dr. Tom Connors, Vice President
Nancy Corradino
Courtney King
Kimberly Lane
Sarah Rashid
Nancy Salgado-Cowan
Zoe Scotto
Brenda Smith

Piscataway Township Schools
1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description

General Music is a semester course offered at the Middle School Level offered on an alternating A/B day schedule. While classroom performance is a component of the course work, this is a non-performance oriented class that provides opportunities for students to explore musical genres, develop music skills, and make connections to the subject matter in a personal way.

The semester is divided into three main units for each grade level, providing an opportunity for students to grow and develop in the areas of ear-training, music literacy, and performance over three years, and then a special focus for each grade level on musical culture, history, and performance styles.

Goals

- Students will be able to develop an aesthetic awareness of rhythmic and melodic notation and its importance to music.
- Students will be able to compose rhythmic and melodic notation using correct elements.
- Students will be able to perform and improvise rhythmic examples alone and with others.
- Students will be able to demonstrate rhythmic and melodic knowledge through the exercise of dictation.
- Students will be able to make connections to and from personal experience, previous knowledge, and future knowledge.
- Students will be able to perform simple and complex melodies on instruments, iPad apps, or through the use of their singing voice.
- Students will be able to use critique and feedback to engage in discussion about their work and the work of their classmates.
- Students will be able to develop aesthetic awareness of varied musical periods.
- Students will be able to identify the defining characteristics specific to musical periods and styles.
- Students will be able to use the process of critique and analysis to make connections and comparisons between the works of historic composers and the work of their peers and classmates.
- Students will be able to observe and discuss the evolution of music as it relates to the historical significance of each musical period.
- Students will develop their own definition of culture and what that means to them personally.
- Students will be able to develop an aesthetic awareness of music from various cultures, places, and traditions.
- Students will be able to identify the defining characteristics of music specific to a culture, as well as commonalities among the music of many cultures.
- Students will use critique and analysis to make observations and engage in a dialogue about music examples and how they relate to each other.
- Students will be able to make connections between history and culture as it is reflected in music.
- Students will make personal cultural connections and curricular suggestions based on their own life experiences.
- Students will be able to develop an aesthetic response and knowledge of jazz music.
- Students will be able to understand how historical events have impacted the development of jazz music.
- Students will be able to make connections between jazz music and contemporary genres and styles of music.
- Students will be able to make observations about the role of music in issues of social change and civil rights.
- Students will be able to identify the distinguishing characteristics of the varied styles of jazz music.
- Students will be able to perform, compose, and improvise music in various styles of jazz.

- Students will make connections, suggestions, and pose questions based on their own experiences as they relate to the curriculum.

Scope and Sequence

Unit	Topic	Length
Unit 1	Rhythmic Literacy	2 Months
Unit 2	Melodic Literacy	2 Months
Unit 3	Grade 6: Music History Grade 7: World Music Grade 8: Jazz Music	2 Months

Resources

Suggested Resources:

Reflective Journal
 Kodaly Rhythmic Units
 Body Percussion
 Percussion Instruments
 GarageBand
 iPad compositional apps
 Rhythm Cat
 Curwen Handsigns
 Solfege syllables
 Pianos
 Classroom Instruments
 Garageband
 Music Tutor
 Recordings, Videos, artistic examples of varied time periods and composers.
 Youtube
 Personal Music Collection

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Unit 1: Rhythmic Literacy

Topics Include:

- Rhythmic Performance (Body Percussion, Classroom Instruments, Rhythm Sticks, iPad apps – Garageband and other notation/performance apps)
- Rhythmic Reading (Kodaly syllables, counting, non-traditional notation, traditional notation)
- Improvisation of Rhythms
- Rhythmic Composition
- Critique, Feedback, and Collaboration

Unit 2: Melodic Literacy

Topics Include:

- Building Major/Minor Scales
- Performing Major and Minor scales and arpeggios (singing or on piano, Orff xylophones, or iPad app)
- Performance of melodies on solfege syllables with an understanding of key signatures
- Performance of I, IV, V chord progressions
- Performance of appropriate repertoire on classroom instruments, voice, or iPad app
- Melodic composition and improvisation

Unit 3:

6th Grade: Music History

Topics Include:

- Comparative listening and critique of musical works from varying times, locations, and composers.
- Historical exploration of the relationships between history and the music of our past, present, and future.
- Performance of musical works from varying time periods and musical eras.
- Analysis of form, structure, and theory.
- Final Cumulative Project: Soundtrack Project

7th Grade: World Music

Topics Include:

- Performance of musical works from varied locations and cultures.
- Comparative analysis and dialogue regarding musical performances.
- Composition activities using traditional instruments and compositional techniques specific to world cultures.
- Student-led topics and musical examples to be explored by the collective class.
- Discussion and discovery of musical influences and the evolution of musical styles.
- Final Cumulative Project: Music Storytelling Project (based on components of Japanese storytelling)

8th Grade: Jazz Music

Topics Include:

- Exploration and discovery of styles and genres of jazz music through audio/visual/live/student-performed examples.
- Discussion and analysis of the evolution of jazz music with regard to current popular music.

- Performance of the blues progression using piano or iPads, and composition of a blues song
- Student-led topics to be explored by the class.
- Discussion and analysis of how music can be a change agent.
- Final Cumulative project: Music for Change Project

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.3A.8.Cr1a	Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
-------------	--

Anchor Standard 2 Organizing and Developing Ideas

1.3A.8.Cr2a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Anchor Standard 3 Refining and Completing Products

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.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Anchor Standard 4 Selecting, Analyzing, and Interpreting Work

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
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
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 (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.

1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine, and determine when the music is ready to perform.
-------------	--

Anchor Standard 6 Conveying Meaning Through Art

1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Anchor Standard 8 Applying criteria to evaluate products.	
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
Anchor Standard 9 Interpreting intent and meaning.	
1.3A.8.Re9a	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 intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.8.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

UNIT 1: Rhythmic Literacy

Summary and Rationale

Topics Include:

- Rhythmic Performance (Body Percussion, Classroom Instruments, Rhythm Sticks, iPad apps – Garageband and other notation/performance apps)
- Rhythmic Reading (Kodaly syllables, counting, non-traditional notation, traditional notation)
- Improvisation of Rhythms
- Rhythmic Composition
- Critique, Feedback, and Collaboration

Specific Content/Skills By Grade:

6th Grade

- Whole, half, quarter, eighth, sixteenth, and dotted notes and rests
- Steady tempo, ostinato patterns, performing in canon
- Call and response
- Simple meter

7th Grade (in addition to 6th grade skills)

- Syncopated rhythms
- Eighth and sixteenth note combinations
- Performance of multiple rhythms simultaneously
- Compound meter

8th Grade (in addition to 6th and 7th grade skills)

- Changing meter (multiple time signatures in one example)
- Triplets, duplets, 2 against 3
- Improvisation over an ostinato pattern

Recommended Pacing

Semester Course | 2 months | ~15-16 Class sessions on an A/B schedule

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.3A.8.Cr1a	Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
-------------	--

Anchor Standard 2 Organizing and Developing Ideas

1.3A.8.Cr2a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
-------------	--

1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
Anchor Standard 3 Refining and Completing Products	
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.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine, and determine when the music is ready to perform.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
Anchor Standard 8 Applying criteria to evaluate products.	
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.8.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to develop an aesthetic awareness of rhythmic notation and its importance to music. • Students will be able to compose rhythmic notation using correct rhythmic elements. • Students will be able to perform and improvise rhythmic examples alone and with others. • Students will be able to demonstrate rhythmic knowledge through the exercise of dictation. • Students will be able to use the process of critique to provide feedback. • Students will be able to make connections to and from personal experience and prior knowledge. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do we interpret written rhythmic notation? • How do we compose in short measures and longer compositions using rhythmic notation? • What is a time signature and how is it used? • How does rhythm influence musical composition, arrangement, and performance? • How does rhythm impact a piece of music? 	
Objectives	
Students will know:	
Unit Skills	
<ul style="list-style-type: none"> • Rhythmic dictation: Translating hearing to visual representation. • Performance alone or together on one or more instruments. • Composition of original rhythmic notation alone or with ostinato, multiple parts, or varied textures. 	

- An ability to incorporate rhythmic knowledge with melodic notation, history/culture, and a personal connection based on student experience.
- Improvisation through drum circles or another medium, based on basic rhythmic constructs.
- Share personal musical influences and examples as they relate to the curriculum.

Students will be able to:

- Perform rhythms using standard and non-standard notation.
- Write down rhythmic notation based on aural examples.
- Identify form in a rhythmic example.
- Compose rhythms based on previous knowledge of notation.
- Perform rhythms on various instruments, both live and through iPad apps.
- Think critically and make connections across their educational and personal lives based on knowledge and experience.
- Share and present curricular content based on personal experience.

Resources

Suggested Resources:

Reflective Journal
 Kodaly Rhythmic Units
 Body Percussion
 Percussion Instruments
 Garageband
 iPad compositional apps
 Rhythm Cat

Assessment Suggestions:

Reflective Journal
 Rhythm Performance
 Presentation/Sharing
 Rhythm Composition/Performance

Lesson Suggestions:

Rhythm Improvisation/Sharing Performance
 Rhythm Composition
 Rhythmic Dictation
 Rhythmic Performance of Repertoire
 Studio Time

UNIT 2: Melodic Literacy

Summary and Rationale

Topics Include:

- Building Major/Minor Scales
- Performing Major and Minor scales and arpeggios (singing, piano, or xylophones, or iPad app)
- Performance of melodies on solfège syllables with an understanding of key signatures
- Performance of I-IV-V chord progressions
- Performance of appropriate repertoire on classroom instruments, voice, or iPad app
- Melodic composition and improvisation

Specific Content/Skills By Grade:

6th Grade

- C Major Scale (building and performance)
- Performance of repertoire (hands separate) or one melody at a time
- Performance of melody with a rhythmic ostinato

7th Grade (in addition to 6th grade skills)

- G and D Major scales (building and performance)
- Performance of a single melody in the left hand and the right hand separately
- Performance of chords in right and left hands separately (I, IV, V)
- Performance of repertoire (hands together – chords & melody)
- Performance of a self-composed melody over an arpeggiated ostinato

8th Grade (in addition to 6th and 7th grade skills)

- A minor scale and A major scale
- C and G arpeggios
- 2 independent parts performed together
- Minor chord progression
- Composition/performance of a melody with a chord harmonization

Recommended Pacing

Semester Course | 2 months | 15-16 Class sessions on an A/B schedule

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.3A.8.Cr1a	Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
-------------	--

Anchor Standard 2 Organizing and Developing Ideas

1.3A.8.Cr2a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
Anchor Standard 3 Refining and Completing Products	
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.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.8.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to develop aesthetic awareness of melodic notation and its importance to music. • Students will be able to create examples of melodic notation through the use of correct notational elements. • Students will be able to write down short melodic patterns that are presented aurally. • Students will be able to perform simple and complex melodies on either instruments, iPad apps, or singing voice. • Students will be able to use critique and feedback to engage in discussion about their work and the work of their classmates. • Students will be able to make connections to and from personal experience and previous knowledge. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do we interpret melodic notation? • How do we compose melodic notation in short measures and longer compositions? • How are scales and key signatures used in melodic notation? • How does melody influence composition, arrangement, and performance? • How does melody impact a piece of music? 	
Objectives	
Students will know: Unit Skills <ul style="list-style-type: none"> • Compare and contrast musical examples. 	

- Compose melodic lines (both simple and complex) within the constructs of a key signature, and incorporating correct rhythmic elements.
- Write short melodic phrases based on their aural presentation.
- Make personal connections to melodic notation and other curricular content/units based on experience and knowledge.
- Perform simple and complex melodies on instruments, iPad app, or through singing.
- Engage in critical dialogue regarding students' own work and the work of classmates, in addition to the discussion of known and previously composed works.
- Share personal musical influences and examples as they relate to the curriculum.

Students will be able to:

- Listen to musical examples in various keys and implementing various scales.
- Perform melodic examples using standard and non-standard notation.
- Write down melodic notation based on aural examples.
- Identify form in a melodic example both written and aurally.
- Compose melodies based on a previous knowledge of notation.
- Perform melodies on various instruments, both live and through iPad apps.
- Think critically and make connections across their educational and personal lives based on knowledge and experience.
- Share and present curricular content based on personal experience.

Resources

Suggested Resources:

Reflective Journal
 Curwen Handsigns
 Solfege syllables
 Pianos
 Xylophones
 Garageband
 iPad compositional apps
 Music Tutor

Assessment Suggestions:

Reflective Journal
 Melodic Performance
 Presentation/Sharing
 Melodic Composition/Performance

Lesson Suggestions:

Melodic Improvisation/Sharing Performance
 Melodic Performance of Repertoire
 Melodic Dictation
 Melodic Composition
 Studio Time

UNIT 3: Music History (6th Grade)

Summary and Rationale	
Topics Include: <ul style="list-style-type: none"> Comparative listening and critique of musical works from varying times, locations, and composers. Historical exploration of the relationships between history and the music of our past and present. Performance of musical works from varying time periods and musical eras. Analysis of form, structure, and theory. Final Cumulative Project: Soundtrack Project 	
Recommended Pacing	
Semester Course 2 months ~15-16 Class sessions on an A/B schedule	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Anchor Standard 2 Organizing and Developing Ideas	
Anchor Standard 3 Refining and Completing Products	
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
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 (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7b	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7c	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

Anchor Standard 8 Applying criteria to evaluate products.	
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
Anchor Standard 9 Interpreting intent and meaning.	
1.3A.8.Re9a	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 intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to develop aesthetic awareness of varied musical periods. • Students will be able to identify the defining characteristics specific to musical periods and styles. • Students will be able to use the process of critique and analysis to make connections and comparisons between the works of historic composers and the work of their peers and classmates. • Students will be able to observe and discuss the evolution of music as it relates to the historical significance of each musical period. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the defining characteristics of a musical period (e.g. Baroque, Classical, Romantic, 20th century, etc.?) • How does the historical context of a time period impact the music of that era? • How and why has music changed and evolved over time? • What is your prediction for music over the next ten years? • What composers and time periods are you interested in exploring? 	
Objectives	
<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> • Identify composers and their works from varied musical time periods. • Connect historical context to art and music. • Compare and contrast musical styles and periods. • Make personal connections and curricular suggestions as they relate music history to their own lives and our current times. • Performance, composition, and improvisation of repertoire and musical examples as they relate to the curriculum. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate and dialogue about exposure to composers and music that are representative of specific musical time periods. • Understand and articulate their own connections between historical events and music history. • Develop a vocabulary to discuss and analyze musical characteristics both past and present. • Engage in opportunities for student-led topics, with regard to music history and content. 	
Resources	
<p>Suggested Resources:</p> <p>Recordings and videos: artistic examples of varied time periods and composers</p> <p>Musical instruments</p> <p>iPad apps</p>	

Youtube
Reflective Journals
Personal music collection

Assessment Suggestions:

Performance Project
Reflective Journal
Soundtrack Project

Lesson Suggestions:

Reflective Listening
Performance of Repertoire
Musical Period Famous Work Assignment

UNIT 3: World Music (7th Grade)

Summary and Rationale	
<p>Topics Include:</p> <ul style="list-style-type: none"> • Performance of musical works from varied locations and cultures. • Comparative analysis and dialogue regarding musical performances. • Composition activities using traditional instruments and compositional techniques specific to world cultures. • Student-led topics and musical examples to be explored by the collective class. • Discussion and discovery of musical influences and the evolution of musical styles. • Final Cumulative Project: Music Storytelling Project (based on components of Japanese storytelling) 	
Recommended Pacing	
Semester Course 2 months ~15-16 Class sessions on an A/B schedule	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Anchor Standard 2 Organizing and Developing Ideas	
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
Anchor Standard 3 Refining and Completing Products	
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.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
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.
1.3A.8.Pr4b:	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
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 (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).

Anchor Standard 6 Conveying Meaning Through Art	
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Anchor Standard 9 Interpreting intent and meaning.	
1.3A.8.Re9a	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 intent.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will develop their own definition of culture and what that means to them personally. • Students will be able to develop an aesthetic awareness of music from various cultures, places, and traditions. • Students will be able to identify the defining characteristics of music specific to a culture, as well as commonalities among the music of many cultures. • Students will critique and analyze music examples to make observations and engage in dialogue about how they relate to each other. • Students will be able to make connections between history and culture as it is reflected in music. • Students will make personal cultural connections and curricular suggestions based on their own life experiences. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is culture and what does it mean to you personally? • What are the specific characteristics of each culture’s music? • What are the characteristics of America’s collective cultural music? • How do history and culture influence and impact music and art? • What are the similarities and differences in the music of diverse cultures? 	
Objectives	
<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> • Students will be able to identify specific characteristics (rhythm, melody, form, style, etc.) in the music of diverse cultures. • Students will be able to compare and contrast the music of diverse cultures. • Students will perform, compose, and improvise in the styles of diverse cultures. 	

- Students will be able to engage in critical dialogue regarding music, history, culture, and student performances/compositions.
- Students will make personal connections between their own lives/culture and the music of various places cultures, and people.

Students will be able to:

- Discuss how history and culture impact music.
- Recognize musical elements such as polyrhythm and ostinato are shared across cultures.
- Recognize that there are defining musical characteristics specific to the music of each culture.
- Engage in performance, composition, and improvisation of music from diverse cultures.
- Participate in opportunities for student-led curricular elements as students ask questions and make personal extensions.

Resources

Suggested Resources:

Recordings, Videos, artistic examples
 Musical instruments – some hands on examples of authentic cultural instruments
 iPad apps and access to youtube
 Reflective Journals
 Personal Music Collection

Assessment Suggestions:

Performance Project
 Reflective Journal
 Musical Storytelling Project

Lesson Suggestions:

Reflective Listening
 Performance of Repertoire
 Polyrhythm/Ostinato Building

UNIT 3: Jazz Music (8th Grade)

Summary and Rationale	
<p>Topics Include:</p> <ul style="list-style-type: none"> • Exploration and discovery of styles and genres of jazz music through audio/visual/live/student-performed examples. • Discussion and analysis of the evolution of jazz music with regard to current popular music. • Performance of the blues progression using piano or iPads, and composition of a blues song • Student-led topics to be explored by the class. • Discussion and analysis of how music can be a change agent. • Final Cumulative project: Music for Change Project 	
Recommended Pacing	
Semester Course 2 months ~15-16 Class sessions on an A/B schedule	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Anchor Standard 2 Organizing and Developing Ideas	
1.3A.8.Cr2a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
Anchor Standard 3 Refining and Completing Products	
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.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	

1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine, and determine when the music is ready to perform
Anchor Standard 6 Conveying Meaning Through Art	
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent.
Anchor Standard 7 Perceiving and Analyzing Products	
1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Anchor Standard 8 Applying criteria to evaluate products.	
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
Anchor Standard 9 Interpreting intent and meaning.	
1.3A.8.Re9a	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 intent.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
Instructional Focus	
Unit Enduring Understandings	
Students will be able to:	
<ul style="list-style-type: none"> • Develop an aesthetic response and knowledge of jazz music. • Understand how historical events have impacted the development of jazz music. • Make connections between jazz music and contemporary genres and styles of music. • Make observations about the role of music in issues of social change and civil rights. • Identify the distinguishing characteristics of the varied styles of jazz music. • Perform, compose, and improvise music in various styles of jazz. • Make connections, suggestions, and pose questions based on their own experiences as they relate to the curriculum. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What musical characteristics are specific to the various styles of jazz music (e.g. blues, ragtime, Dixieland, swing, bebop, etc.)? • What role does improvisation play in the performance of jazz music? 	

- How has history and culture impacted the development of jazz music and its various styles?
- How does music impact social change and issues of social justice and civil rights?
- How can you relate your own experience to the ideas and concepts presented in jazz music?

Objectives

Students will know:

Unit Skills

- Perform a blues progression (on iPad, keyboard, xylophone, other instrument).
- Compose a blues piece (music and lyrics).
- Identify elements of jazz music.
- Discuss and analyze how history has impacted the development of jazz music.
- Engage in critical dialogue about music’s role in social change and justice.
- Create musical performances influenced by jazz and a synthesis of personal experience, musical knowledge, and critical problem-solving.

Students will be able to:

- Identify characteristics and elements of jazz music.
- Understand the historical and cultural significance of jazz music and its development.
- Make connections between jazz music and other styles and genres of music.
- Pose questions, make connections, and propose topics based on their experience and the curriculum.
- Perform, compose, and improvise jazz music.

Resources

Suggested Resources:

Recordings, Videos, artistic examples
 Musical instruments – keyboard and percussion
 iPad apps
 Youtube
 Reflective Journals
 Personal Music Collection

Assessment Suggestions:

Blues Composition/Performance Project
 Reflective Journal
 Music for Change Project

Lesson Suggestions:

Reflective Listening
 Blues Progression Performance
 Music for Change Project