Mendham Township Middle School Music Curriculum

Music is called the universal language. While this is true, most people are never exposed to music beyond pop culture and the intrinsic value of music is never experienced. Like any language, music listening is most beneficial when learned at an early age. At MTMS, all students are required to fulfill a four year comprehensive program with an emphasis on cognitive listening.

Starting with the fifth grade, children are taught how to actually prepare to listen before hearing a single sound. It is essential for a child to identify the elements of music and how they are used in composition. Different strategies are often embellished in a interdisciplinary environment. All music principles are directly related to math. Note value, measures, time signature employ the use of proportion specifically fractions. Melodic and harmonic structure also incorporate sophisticated math principles. Timbre, the last element in music, is a scientific principle, which is not only measured in amplitude and frequency but different waveforms like sine, square and sawtooth. They are identified according to color and attached to different instruments. Projects are modeled around each element of music and every fifth and sixth grade student is expected to compose an original idea based on each element.

Seventh grade learn how these elements are actually manipulated and developed through compositional techniques and form. This is a direct correlation to their language art's lesson with compositional risks. As authors use alliteration, simile, metaphor and the like, composers use repetition, imitation, sequence and the like to develop their basic idea into something extraordinary. Additional exposure to form allow students to properly sequence these ideas in a convincing manner.

In the final year at MTMS, students learn how the elements of music, compositional techniques and form were established and transformed specifically from 1600 to 1900. This focuses on areas of how social and technological development have directly influenced change in music.

The MTMS music curriculum is extremely comprehensive. Students are constantly challenged and expected not just memorize musical concepts but implement them in the original music they compose. MTMS uses the latest state of the art software, which facilitates every student despite their level of musicianship. Through the use of technology, students can make critical thinking decisions with the aid of the music software. Concepts are presented in a clear logical and interactive environment. Students can experience music education on an entirely new and inspiring level. AT MTMS it is our goal to enrich the life of every student and instill a new and deeper understanding of music that will continue for the rest of their life.

Mendham Township Middle School Music Curriculum Grades 5-6

Literacy		
Music Theory and Concepts		
	Grade 5	**Grade 6**
Essential Questions	How does using music vocabulary help us to understand and interpret music? How can we demonstrate understanding of these terms through our singing, playing, and moving?	How does using music vocabulary help us to understand and interpret music? How can we demonstrate understanding of these terms through our singing, playing, and moving?
NJCCCS	1.1.5B1 1.1.5B2	1.1.5B1 1.1.5B2
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Discuss and identify the form of selected pieces of music. Recognizing intervals within an octave. Identify and demonstrate understanding of musical concepts including: melodic contour, measures, time signature, melody, harmony, rhythm, and timbre.	Discuss and identify the form of selected pieces of music. Recognizing intervals within an octave. Identify and demonstrate understanding of musical concepts including: melodic contour, measures, time signature, time signature as a fraction, melody, harmony, rhythm, and timbre.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Notating/Reading		
	Grade 5	**Grade 6**
Essential Questions	How do we demonstrate understanding of rhythm and melody through reading, writing, moving, playing, and singing?	How do we demonstrate understanding of rhythm and melody through reading, writing, moving, playing, and singing?
NJCCCS	1.3.5B1 1.3.5B3 1.3.5B4 1.3.6B2	1.3.5B1 1.3.5B3 1.3.5B4 1.3.6B2
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Read and play rhythmic music using sixteenth, eighth, quarter, half, whole intervals within an octave Melodic contour.	Read and play rhythmic music using whole, dotted whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth, intervals within an octave Melodic contour.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Analysis		
Listening/Evaluating/Critiquing/Analyzing		
	Grade 5	**Grade 6**
Essential Questions	How can we describe music of others? How can we assess and improve our own performance? Can we identify and label form in repeating and contrasting sections of a music selection?	How can we describe music of others? How can we assess and improve our own performance? Can we identify and label form in repeating and contrasting sections of a music selection?
NJCCCS	1.2.5A1 1.2.5A2 1.2.5A3 1.3.5B1 1.3.5B3 1.4.2B1 1.4.2B2 1.4.2B3	1.4.6A2, 1.4.6A3, 1.4.6B1, 1.4.6B2, 1.4.6B3, 1.2.5A1, 1.2.5A2, 1.2.5A3, 1.3.5B1, 1.3.5B3, 1.4.5A1, 1.4.5B1, 1.4.5B2, 1.4.5B3
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Analyze musical form. Self-critique performance in class. Determine style, mood and expressive qualities. Evaluate music of others. Analyze and compare pieces in terms of texture, chordal and linear harmony. Analyze and compare stylistic elements of several pieces.	Analyze musical form. Self-critique performance in class. Determine style, mood and expressive qualities. Evaluate music of others. Discriminate between major and minor tonalities. Distinguish individual and group tone colors in an orchestra.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Creation		
Creating/Improvising/Composing		
	Grade 5	**Grade 6**
Essential Questions	How can new ideas be applied to what we already know, in order to create something new?	How can new ideas be applied to what we already know, in order to create something new?
NJCCCS	1.2.5A1, 1.2.5A2, 1.2.5A3, 1.3.5B4, 1.4.5A1, 1.4.5A2, 1.4.5A3	1.2.5A1, 1.2.5A2, 1.2.5A3, 1.3.5B4, 1.4.5A1, 1.4.5A2, 1.4.5A3
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Create original melodies. Create melodic and rhythmic accompaniments to song. Create instrumental sound effects to tell a story.	Create original melodies. Create rhythmic patterns to accompany dance songs. Improvise melody based on a single scat syllable. Play pentatonic improvisation over a given bass. Write a jingle.
Assessments/ Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics
Historical, Cultural, Social, and Other Disciplines		
	Grade 5	**Grade 6**
Essential Questions	How does music help define a culture or time period?	How does music help define a culture or time period?
NJCCCS	1.2.5A1, 1.2.5A2, 1.2.5A3, 1.4.5A2, 1.4.5A3	1.2.5A1, 1.2.5A2, 1.2.5A3, 1.4.5A2, 1.4.5A3
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Relate music to family and community experiences. Apply understanding of various music elements to different generes (classical) Listen to and compare music of diverse cultures, styles, and periods of history.	Relate music to family and community experiences. Apply understanding of various music elements to different generes (experiemental, electronic, Jazz, Broadway musicals) Listen to and compare music of diverse cultures, styles, and periods of history.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Production		
Voice/Singing		
	Grade 5	**Grade 6**
Essential Questions	How does the vocal mechanism work to create different sounds? How can use our vocal ability to improve our active listening?	How does the vocal mechanism work to create different sounds? How can use our vocal ability to improve our active listening?
NJCCCS	1.2.6B2, 1.2.6B3, 1.2.6B4, 1.2.6B5, 1.3.5B2, 1.3.5B4, 1.4.5B1, 1.4.5B4	1.3.5B2, 1.3.5B4, 1.4.5B1, 1.4.5B4
Knowledge and Skill Proficiencies **Students Will be Able to:**	Sing independently with accuracy, sensitivity, diction, and breathing.	Sing independently with accuracy, sensitivity, diction, and breathing. Sing 2-part songs, rounds, canons, ostinatos and descants. Sing harmony in thirds and sixths.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics
Movement/Dance		
	Grade 5	**Grade 6**
Essential Questions	How can we interpret music through dance? How does dance relate to form? How and what can we communicate through the "language" of dance?	How can we interpret music through dance? How does dance relate to form? How and what can we communicate through the "language" of dance?
NJCCCS	1.2.5A1, 1.2.5A2, 1.4.5A1, 1.4.5B5, 1.2.6B3, 1.2.6B5	1.2.5A1, 1.2.5A2, 1.4.5B1, 1.4.5B5
Knowledge and Skill Proficiencies **Students Will be Able to:**	Tap and subdivide the beat from whole to sixteenth. Move to show meter and form. Move to more complex rhythms.	Move to show meter and form. Perform and create body percussion movements. Perform conducting movements. Create movement to show contour, duration, rhythm, dynamics, tempo, and style.
Assessments/Performance Indicators	Observation of student performance	Observation of student performance

	Self-critique Written assessments and tests Teacher created Rubrics	Self-critique Written assessments and tests Teacher created Rubrics
Technology		
	Grade 5	**Grade 6**
Essential Questions	How can using technology influence our composition? How can we use technology to overcome deficiencies that hinder composition? How can we use technology to become better performers?	How can using technology influence our composition? How can we use technology to overcome deficiencies that hinder composition? How can we use technology to become better performers?
NJCCCS	1.1.5A1, 1.1.5B2, 1.3.5B3, 1.4.5B1, 1.4.5B2, 1.4.5B4	1.1.5B1, 1.1.5B2, 1.3.5B3, 1.4.5B1, 1.4.5B2, 1.4.5B4, 1.1.6A4, 1.2.6B2, 1.2.6B3, 1.2.6B4, 1.2.6B5, 1.3.6B1, 1.3.6B2
Knowledge and Skill Proficiencies **Students Will be Able to:**	Create a rhythmic motive. Create intervals. Create a melody form a scale. Use virtual instruments to copy, paste, editing aural and visual environment. Copy, paste, editing aural and visual environment arranging for a particular need: key/tempo/form/style.	Create a rhythmic motive. Create intervals. Create a melody form a scale. Harmonize a melody. Use virtual instruments to copy, paste, editing aural and visual environment. Copy, paste, editing aural and visual environment arranging for a particular need: key/tempo/form/style.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Projects Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Projects Teacher created Rubrics
Performing		
	Grade 5	**Grade 6**
Essential Questions	How do we combine elements of singing, movement, dance, and instruments in performance? How can we use technology in performance?	How do we combine elements of singing, movement, dance, and instruments in performance? How can we use technology in performance?

NJCCCS	1.4.5A1, 1.4.5A2, 1.4.5A3, 1.4.5B1, 1.4.5B4	1.4.5A1, 1.4.5A2, 1.4.5A3, 1.4.5B1, 1.4.5B4
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Perform and create introductions and coda for familiar songs. Play a variety of classroom and folk instruments. Express themselves through song, movement, and instruments. Use technology in performances.	Express themselves through song, movement, and instruments. Play instruments in combination. Play a variety of classroom and folk instruments. Use technology in performances.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Grade 5 Lesson Activity Examples

•Students will learn subdivision of the beat through body movement. Right foot taps whole notes while left foot taps half notes. Right hand taps quarter notes. (Performing / Creating/Analyzing)

• Students will learn to distinguish between beat and rhythm.

• Listen to various dance forms and marches ("Wedding March" "Pomp and Circumstance"). Have students stomp steady beat with their foot and tap the rhythm with their hand. Discuss accent, meter and tempo. (Producing/ Performing / Analyzing / Literacy)

• Students will learn monophonic and polyphonic through listening and singing "Peace Round". Sing up to four parts. Discuss texture and form. (Performing / Analyzing / Literacy)

• Students will learn to create a melody based on unit concepts. Choose quarters, eights and quarter rest to fill four measures in 4/4, keeping the last beat a rest. Create a melody by choosing pitches for your rhythms based on three consecutive whole steps. (Producing / Creating / Analyzing /Literacy)

• Students will learn to recognize typical AA BB song with Gershwin's "I Got Rhythm". Have students sing and tap to the beat during A sections and stand during B sections. Watching the tape Marsalis On Music "Listening For Clues" can enhance this lesson. (Performing / Analyzing / Planning)

• Students will learn how to create lyrics in the style of the blues. Lyrics will be based on a "blue "emotion. The verse will consist of three lines. The second will be a repeat of the first; the third line will rhyme with the second line. Each line will last four measures long creating a twelve bar blues. (Producing / Performing / Creating /Analyzing / Literacy / Planning)

• Students will learn how to improvise vocally using scat syllables. Accompaniment will be based on the twelve bar blues and will be created in three sections of four measures each. (Producing/ Performing /Creating /Planning)

• Students will sing "Jazz Round". The first group will start by singing the ostinato followed by the scat melody. Have the students singing the melody walk with an easy "jazz walk" while the ostinato section sways side to side. (Producing / Performing / Creating / Analyzing)

• Students will learn to identify speech rhythms of the state names of "Fifty Nifty United States". Verbally identify the difference in the rhythm between Delaware, Nebraska and Tennessee. List and group three syllable state names by category of stressed syllables. (Performing / Analyzing / Literacy / Planning /Relating)

• Students will attend music programs sponsored by the Cultural Arts Committee. Concepts and themes will be mentioned and discussed before and after each performance. (Relating/Analyzing)

Grade Five Music Teaching Resources

Standard of Excellence Music Theory & History Woorkbook, Elledge,Yarbrough,Pearson KJOS Music Company, 1993
Famous Composers and Their Music, Herietta Atkin, Hayes School Publishing C0., 2001
Keynote, Apple Computers 2008
Pages, Apple Computers 2008
Logic, Apple Computers 2008
Sibelius 5, Avid Software 2009
Fantasia, Walt Disney Home Video, 2000
Fantasia 2000, Walt Disney Home Video, 2000.
Share the Music, Grade 5, Macmillan/McGraw-Hill, 1995.

Grade 6 LESSON ACTIVITY EXAMPLES

• Students will learn how a C major scale is used to create a composition. Listen to Purcell's canon have students find the tonal center. (Analyzing / Literacy / Relating)

• Students will learn to identify rondo form by listening to Mozart's *Rondo Alla turca*. An illustrated listening map will guide the students visually through each section. Students will listen for sectional changes in the music as the map progresses. (Analyzing/Planning/ Relating)

• Students will learn about the history of the piano and how it received its' name. They will then be asked to recall other keyboard instruments and tell how the sound is produced on each of these instruments. Discuss how each keyboard instruments sounds different. (Analyzing/Literacy/Relating)

• Students will sing the *Alleluia Canon* by Wolfgang Amadeus Mozart. The three canon parts will be compared melodically and harmonically. A brief story of Mozart will be introduced at this time. (Performing /Analyzing/Literacy/Relating)

• Students will learn about different dance forms in triple meter: the minuet, the waltz and the mazurka.
After students listen to the different dance forms they will be guided through the following movement. **Beat 1** Step on right foot/ **Beat 2** Step on ball of left foot behind right heel/ **Beat 3** Step on right foot in place. (Performing/Creating/Analyzing/Relating)

• Students will sing "compose a melody in 3/4 time. The melody must be eight measures long. Use only the pitches C, D, E, F, and G. The last note of the fourth measure must be G. The last note of the piece must be C. The melody must be written in notation.
(Producing/Creating/Analyzing/Literacy/Planning/Relating)

• Students will learn to identify compound meter through the 16th century English Song *Greensleeves*. The class will divide into two groups and listen to the recording of *Greensleeves*, one group clapping with the beat; the other patting the underlying beat division. (Performing/Analyzing/Literacy/Relating)

• Students will learn how many classical forms are also introduced in other styles, even rock. Play *Birthday* by The Beatles. Have students create movement every time a new section is played. Label each section with letters A, B or C. (Analyzing/Literacy/Planning/Relating)

• Students will attend music programs sponsored by the Cultural Arts Committee. Concepts and themes will be mentioned and discussed before and after each performance. (Relating/Analyzing)

Grade Six Music Teaching Resources

Standard of Excellence Music Theory & History Woorkbook, Elledge,Yarbrough,Pearson KJOS Music Company, 1993
Famous Composers and Their Music, Herietta Atkin, Hayes School Publishing C0., 2001
Keynote, Apple Computers 2008
Pages, Apple Computers 2008
Logic, Apple Computers 2008
Sibelius 5, Avid Software 2009
Music Ace 2, Harmonic Vision 1999
Fantasia, Walt Disney Home Video, 2000
Fantasia 2000, Walt Disney Home Video, 2000.
Share the Music, Grade 6, Macmillan/McGraw-Hill, 1995.
Young People's Concerts/ Leonard Bernstein with the NY Philharmonic, Sony Classical, 1993
Marsalis on Music, Sony Classical, 1991

Mendham Township Middle School Music Curriculum Grades 7-8

Literacy		
Music Theory and Concepts		
	Grade 7	**Grade 8**
Essential Questions	How does using music vocabulary help us to understand and interpret music? How can we demonstrate understanding of these terms through our singing, playing, and moving?	How does using music vocabulary help us to understand and interpret music? How can we demonstrate understanding of these terms through our singing, playing, and moving?
NJCCCS	1.1.8B1, 1.1.8B2, 1.3.8B1/2/3,	1.1.8B1, 1.1.8B2, 1.3.81/2/3,
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Recognize and demonstrate understanding of compositional techniques: repetition, limitation, inversion, retrograde, retrograde-inversion, augmentation, diminution. Recognize form: musical period, call and response, binary, tertiary, rondo, song, suite, sonata, rhapsody.	Apply understanding of musical elements to recognize periods through style: ancient music, middle ages, renaissance, baroque, classical romantic, impressionistic, and modern.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Notating/Reading		
	Grade 7	**Grade 8**
Essential Questions	How do we demonstrate understanding of rhythm and melody through reading, writing, moving, playing, and singing?	How do we demonstrate understanding of rhythm and melody through reading, writing, moving, playing, and singing?
NJCCCS	1.1.8B1, 1.1.8B2, 1.4.8B1, 1.4.8B2	1.1.8B1, 1.1.8B2, 1.4.8B1, 1.4.8B2
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Read and play rhythmic music using sixteenth, eighth, quarter, half, whole intervals within an octave Melodic contour, limitation, inversion, retrograde, retrograde-inversion, augmentation, diminution.	Apply understanding of musical elements to recognize periods through style: ancient music, middle ages, renaissance, baroque, classical romantic, impressionistic, and modern.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Analysis		
Listening/Evaluating/Critiquing/Analyzing		
	Grade 7	**Grade 8**
Essential Questions	How can we describe music of others? How can we assess and improve our own performance? Can we identify and label form in repeating and contrasting sections of a music selection?	How can we describe music of others? How can we assess and improve our own performance? Can we identify and label form in repeating and contrasting sections of a music selection?
NJCCCS	1.1.8B1, 1.1.8B2, 1.3.8B3, 1.4.8B3	1.1.8B1, 1.1.8B2, 1.3.8B3, 1.4.8B3
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Analyze musical form (binary, ternery, rondo, song, suite, sonata, rhapsody). Self-critique performance in class. Identify limitation, inversion, retrograde, retrograde-inversion, augmentation, diminution.	Analyze musical form. Self-critique performance in class. Recognize periods through style: ancient music, middle ages, renaissance, baroque, classical romantic, impressionistic, and modern.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Creation		
Creating/Improvising/Composing		
	Grade 7	**Grade 8**
Essential Questions	How can new ideas be applied to what we already know, in order to create something new?	How can new ideas be applied to what we already know, in order to create something new?
NJCCCS	1.1.8B1, 1.1.8B2, 1.1.8B4, 1.2.8B3, 1.2.8B4, 1.4.5B1	1.1.8B1, 1.1.8B2, 1.3.8B4, 1.4.5B1
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Create according to a musical structure. Build major scale patterns. Motivic development. Implement contrapuntal techniques.	Compose with the influence of strong characteristics of historical periods.
Assessments/ Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Connections		
Historical, Cultural, Social, and Other Disciplines		
	Grade 7	**Grade 8**
Essential Questions	How does music help define a culture or time period?	How does music help define a culture or time period?
NJCCCS	1.2.8A1, 1.2.8A2, 1.2.8A3, 1.4.8B3	1.2.8A1, 1.2.8A2, 1.2.8A3, 1.4.8B3
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Listen to and compare music of diverse cultures, styles, and periods of history.	Listen to and compare music of diverse cultures, styles, and periods of history.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Production		
Voice/Singing		
	Grade 7	**Grade 8**
Essential Questions	How does the vocal mechanism work to create different sounds? How can use our vocal ability to improve our active listening?	How does the vocal mechanism work to create different sounds? How can use our vocal ability to improve our active listening?
NJCCCS	1.3.8B2, 1.3.8B4, 1.4.8B1, 1.4.8B3	1.3.8B2, 1.3.8B4, 1.4.8B1, 1.4.8B3
Knowledge and Skill Proficiencies **Students Will be Able to:**	Sing a cappella Sing 2 and 3 part songs Make style of singing appropriate to style of music.	Sing a cappella Sing 2 and 3 part songs Make style of singing appropriate to style of music.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics
Movement/Dance		
	Grade 7	**Grade 8**
Essential Questions	How can we interpret music through dance? How does dance relate to form? How and what can we communicate through the “language” of dance?	How can we interpret music through dance? How does dance relate to form? How and what can we communicate through the “language” of dance?
NJCCCS	1.2.8A1, 1.2.8A2, 1.4.8B1, 1.4.8B3	1.2.8A1, 1.2.8A1, 1.4.8B1, 1.4.8B3
Knowledge and Skill Proficiencies **Students Will be Able to:**	Move to show meter and form. Move to more complex rhythms. Identify dance styles.	Move to show meter and form. Perform and create body percussion movements. Perform conducting movements. Create movement to show contour, duration, rhythm, dynamics, tempo, and style.
Assessments/Performance Indicators	Observation of student performance Self-critique	Observation of student performance Self-critique

	Written assessments and tests Teacher created Rubrics	Written assessments and tests Teacher created Rubrics

Technology		
	Grade 7	**Grade 8**
Essential Questions	How can using technology influence our composition? How can we use technology to overcome deficiencies that hinder composition? How can we use technology to become better performers?	How can using technology influence our composition? How can we use technology to overcome deficiencies that hinder composition? How can we use technology to become better performers?
NJCCCS	1.1.8B1, 1.1.8B2, 1.2.8A1, 1.3.8B3, 1.3.8B4	1.1.8B1, 1.1.8B2, 1.2.8A1, 1.3.8B3, 1.3.8B4
Knowledge and Skill Proficiencies **Students Will be Able to:**	Virtually perform, conduct, and score.	Virtually perform, conduct, and score.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Projects Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Projects Teacher created Rubrics

Performing		
	Grade 7	**Grade 8**
Essential Questions	How do we combine elements of singing, movement, dance, and instruments in performance? How can we use technology in performance?	How do we combine elements of singing, movement, dance, and instruments in performance? How can we use technology in performance?
NJCCCS	1.2.8B1, 1.2.8B2, 1.2.8B3, 1.2.8B4, 1.3.8B1, 1.3.8B2, 1.3.8B1, 1.3.8B2, 1.3.8B3, 1.3.8B4, 1.4.8B1	1.2.8B1, 1.2.8B2, 1.2.8B3, 1.2.8B4, 1.3.8B1, 1.3.8B2, 1.3.8B1, 1.3.8B2, 1.3.8B3, 1.3.8B4, 1.4.8B1
Knowledge and Skill Proficiencies **Students Will Be Able To:**	Perform and create introductions and coda for familiar songs. Express themselves through song, movement, and instruments. Use technology in performances.	Express themselves through song, movement, and instruments. Use technology in performances.
Assessments/Performance Indicators	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics	Observation of student performance Self-critique Written assessments and tests Teacher created Rubrics

Grade 7 LESSON ACTIVITY EXAMPLES

• Students will learn duple and triple meter through an activity using a tennis ball. Duple meter is performed as bounce and catch while triple meter is performed as bounce, catch and switch (hands). This is a great introductory lesson for conducting 3/4 and 4/4/ time. (Performing/Analyzing/Relating)

• Students will learn subdivision as they listen to Scott Joplin's *The Entertainer*. Children will tap the melodic rhythm with the right and the steady beat with the left. Identify which instruments perform upper and lower parts. (Analyzing/Relating)

• Students will learn the program behind the lyrics of *The Star Spangled Banner*. Discuss how the lyrics describe the battle. Students will be asked to name the artists, scientists, athletes or musicians who have been inspired to create in a similar circumstance (improvisation). (Analyzing/Literacy/Planning/Relating)

• Students will learn how different genres are combined to produce new music. Discuss which genres would or would not mix according to their elements. Ask students to give examples of folk/rock, jazz/ rock, rhythm/blues, classical/rock and fusion. (Analyzing/Literacy/Relating)

• Students will be introduced to the guitar as an overview on playing position, left hand position, strumming and tablature. Web site will be mentioned to find tablature for specific songs.(Producing/ Performing/Creating/Planning/Relating)

• Students will learn how to recognize melodic contour through "Ode to Joy" and "Jeopardy." Have students draw a graph to reflect the shape of the melody.(Analyzing/Literacy/Planning/Relating)

• Students will recognize change of mode of major and minor within the same composition. Mozart's *Rondo Alla turca* and George Harrison's *While My Guitar Gently Weeps* are both good examples. Have students write M for major and m for minor in the order that they hear contrast. (Analyzing/Literacy/Planning/Relating)

Grade Seven Music Teaching Resources

Standard of Excellence Music Theory & History Workbook, Elledge,Yarbrough, Pearson KJOS Music Company, 1993
Famous Composers and Their Music, Herietta Atkin, Hayes School Publishing CO., 2001
Keynote, Apple Computers 2008
Pages, Apple Computers 2008
Logic, Apple Computers 2008
Sibelius 5, Avid Software 2009
Fantasia, Walt Disney Home Video, 2000
Fantasia 2000, Walt Disney Home Video, 2000.
Share the Music, Grade 7, Macmillan/McGraw-Hill, 1995.
Young People's Concerts/ Leonard Bernstein with the NY Philharmonic, Sony Classical, 1993
Marsalis on Music, Listening for Clues, Sony Classical, 1991

Grade 8 Lesson Activity Examples:

• Students will learn duple and triple meter through an activity using a tennis ball. Duple meter is performed as bounce and catch while triple meter is performed as bounce, catch and switch (hands). This is a great introductory lesson for conducting 3/4 and 4/4/ time. (Performing/Analyzing/Relating)

• Students will learn subdivision as they listen to Scott Joplin's *The Entertainer*. Children will tap the melodic rhythm with the right and the steady beat with the left. Identify which instruments perform upper and lower parts. (Analyzing/Relating)

• Students will learn the program behind the lyrics of *The Star Spangled Banner*. Discuss how the lyrics describe the battle. Students will be asked to name the artists, scientists, athletes or musicians who have been inspired to create in a similar circumstance (improvisation). (Analyzing/Literacy/Planning/Relating)

• Students will learn how different genres are combined to produce new music. Discuss which genres would or would not mix according to their elements. Ask students to give examples of folk/rock, jazz/ rock, rhythm/blues, classical/rock and fusion. (Analyzing/Literacy/Relating)

• Students will be introduced to the guitar as an overview on playing position, left hand position, strumming and tablature. Web site will be mentioned to find tablature for specific songs.(Producing/ Performing/Creating/Planning/Relating)

• Students will learn how to recognize melodic contour through "Ode to Joy" and "Jeopardy." Have students draw a graph to reflect the shape of the melody.(Analyzing/Literacy/Planning/Relating)

• Students will recognize change of mode of major and minor within the same composition. Mozart's *Rondo Alla turca* and George Harrison's *While My Guitar Gently Weeps* are both good examples. Have students write M for major and m for minor in the order that they hear contrast. (Analyzing/Literacy/Planning/Relating)

Grade Eight Music Teaching Resources

Standard of Excellence Music Theory & History Woorkbook, Elledge,Yarbrough, Pearson KJOS Music Company, 1993
Famous Composers and Their Music, Herietta Atkin, Hayes School Publishing C0., 2001
Keynote, Apple Computers 2008
Pages, Apple Computers 2008
Logic, Apple Computers 2008
Sibelius 5, Avid Software 2009
Fantasia, Walt Disney Home Video, 2000
Fantasia 2000, Walt Disney Home Video, 2000.
Share the Music, Grade 8, Macmillan/McGraw-Hill, 1995.
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