



## Grades 5 – 8 Music Curriculum

# Music

1. Accommodations Addendum
2. Alternate Assessments
3. Grade Level Curriculum (5/6 & 7/8)
  - a. Pacing Guide (10 week course)
  - b. Technology Integration
  - c. Interdisciplinary Activities
  - d. Materials / Alternate Materials
4. Integration of Career Standards

**Accommodations Addendum**  
**Curriculum Modifications for**  
**IEPs, 504s, ELL and Gifted & Talented**

**IEP and 504:**

Allow for extended time on homework and assessments as described in the student's plan

Allow use of calculator

Check for comprehension and understanding

Highlight or underline key words

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

**ELL**

Allow for alternate responses

Provide student with advanced notes

Allow for extended time on homework and assessments

Teacher modeling of what is expected and necessary steps to complete task

Provide simplified written and verbal instructions

Permit ample time for student to respond to questions

Encourage student to ask for needed assistance

Check for comprehension and understanding

Repeating, clarifying or rewording directions

Preferential seating

Allow use of eDictionary/technology to look up unknown words

# **Alternate Assessments**

## **Related Strategies**

### *Music*

Teachers will employ the following materials and strategies in the event such is needed based upon I&RS plan, 504, IEP or other reasons discussed with the principal:

1. Rewordify.com test versions of PB
2. Leveled Logix Pro Composition Requirements
3. Leveled singing parts
4. Verbalize summary of content
5. Collaborative Test
6. Open book test
7. Take home test versions (reading difficulties)

## 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.

Every grade level completes one project during each course that **integrates technology** – utilizing Logic Pro X to compose original scores directly assessing the course goals.

## Pacing Map 5-8

### 10 Week Spiraling Content

Time	Content
Week 1	Voice / Singing
Week 2-3	Music Theory and Concepts Notating / Reading
Week 4-5	Historical, Cultural, Social, and Other Disciplines Listening / Evaluating / Critiquing / Analyzing
Week 6-10	Creating / Improvising / Composing Technology Integration: <i>Logix Pro</i>

## Mendham Township Middle School

### Music Curriculum Grades 5-6

Literacy		
<i>Music Theory and Concepts</i>		
	Grade 5	Grade 6
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	1.1.5B1 1.1.5B2	1.1.5B1 1.1.5B2
<b>Knowledge and Skill Proficiencies</b>	Discuss and identify the form of selected pieces of music.	Discuss and identify the form of selected pieces of music.
<b>Students Will Be Able To:</b>	Recognizing intervals within an octave.  Identify and demonstrate understanding of musical concepts including: melodic contour, measures, time signature, melody, harmony, rhythm, and timbre.	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.
<b>Assessments/Performance Indicators</b>	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

<b>Notating/Reading</b>		
	<b>Grade 5</b>	<b>Grade 6</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	1.3.5B1 1.3.5B3 1.3.5B4 1.3.6B2	1.3.5B1 1.3.5B3 1.3.5B4 1.3.6B2
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will Be Able To:</b>	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.
<b>Assessments/Performance Indicators</b>	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

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



<b>Creation</b>		
<b><i>Creating/Improvising/Composing</i></b>		
	<b>Grade 5</b>	<b>Grade 6</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will Be Able To:</b>	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.
<b>Assessments/Performance Indicators</b>	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
<b><i>Historical, Cultural, Social, and Other Disciplines</i></b>		
	<b>Grade 5</b>	<b>Grade 6</b>
<b>Essential Questions</b>	How does music help define a culture or time period?	How does music help define a culture or time period?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will Be Able To:</b>	Relate music to family and community experiences.  Apply understanding of various music elements to different genres (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 genres (experimental, electronic, Jazz, Broadway musicals)  Listen to and compare music of diverse cultures, styles, and periods of history.
<b>Assessments/Performance Indicators</b>	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

<b>Production</b>		
<b><i>Voice/Singing</i></b>		
	<b>Grade 5</b>	<b>Grade 6</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will be Able to:</b>	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.
<b>Assessments/Performance Indicators</b>	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
<b><i>Movement/Dance</i></b>		
	<b>Grade 5</b>	<b>Grade 6</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will be Able to:</b>	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.
<b>Assessments/Performance Indicators</b>	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
<b>Technology Integration</b>		
<b>Tech 2014: 8.1.8.A.3 / 8.1.2.B.1 / 8.1.P.C.1 / 8.2.8.A.2 / 8.2.8.E.1 / 8.2.8.E.2</b>		
	<b>Grade 5</b>	<b>Grade 6</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will be Able to:</b>	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.
<b>Assessments/Performance Indicators</b>	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
<b>Performing</b>		
	<b>Grade 5</b>	<b>Grade 6</b>
<b>Essential Questions</b>	How do we combine elements of singing, movement, dance, and instruments in performance?  How can we use technology in	How do we combine elements of singing, movement, dance, and instruments in performance?  How can we use technology in

	performance?	performance?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will Be Able To:</b>	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.
<b>Assessments/Performance Indicators</b>	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****Interdisciplinary Activity:** Heritage Day Music / Performance at assembly. NJSLs 6.1.8.B.1.b 6.1.4.B.3

- 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)
- 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**

Apple Logic Pro X

*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 5*, Macmillan/McGraw-Hill, 1995.

**Grade 6 LESSON ACTIVITY EXAMPLES**

• **Interdisciplinary Activity:** Greek Festival Music / Theatrical performances NJSL 6.2.8.A.2.a, 6.2.8.A.2.b,

• 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**

Apple Logic Pro X

*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

*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, 1999

**Mendham Township Middle School Music Curriculum Grades 7-8**

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

<b>Notating/Reading</b>		
	<b>Grade 7</b>	<b>Grade 8</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	1.1.8B1, 1.1.8B2, 1.4.8B1, 1.4.8B2	1.1.8B1, 1.1.8B2, 1.4.8B1, 1.4.8B2
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will Be Able To:</b>	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.
<b>Assessments/Performance Indicators</b>	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



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

<b>Creation</b>		
<b><i>Creating/Improvising/Composing</i></b>		
	<b>Grade 7</b>	<b>Grade 8</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>	Create according to a musical structure.	Compose with the influence of strong characteristics of historical periods.
<b>Students Will Be Able To:</b>	Build major scale patterns.  Motivic development.  Implement contrapuntal techniques.	
<b>Assessments/Performance Indicators</b>	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
<b>Connections</b>		
<b><i>Historical, Cultural, Social, and Other Disciplines</i></b>		
	<b>Grade 7</b>	<b>Grade 8</b>
<b>Essential Questions</b>	How does music help define a culture or time period?	How does music help define a culture or time period?
<b>NJCCCS</b>	1.2.8A1, 1.2.8A2, 1.2.8A3, 1.4.8B3	1.2.8A1, 1.2.8A2, 1.2.8A3, 1.4.8B3
<b>Knowledge and Skill Proficiencies</b>	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.
<b>Students Will Be Able To:</b>		
<b>Assessments/Performance Indicators</b>	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

<b>Production</b>		
<b>Voice/Singing</b>		
	<b>Grade 7</b>	<b>Grade 8</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	1.3.8B2, 1.3.8B4, 1.4.8B1, 1.4.8B3	1.3.8B2, 1.3.8B4, 1.4.8B1, 1.4.8B3
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will be Able to:</b>	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.
<b>Assessments/Performance Indicators</b>	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
<b>Movement/Dance</b>		
	<b>Grade 7</b>	<b>Grade 8</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	1.2.8A1, 1.2.8A2, 1.4.8B1, 1.4.8B3	1.2.8A1, 1.2.8A1, 1.4.8B1, 1.4.8B3
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will be Able to:</b>	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.
<b>Assessments/Performance Indicators</b>	Observation of student performance  Self-critique	Observation of student performance  Self-critique

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

<b>Technology Integration</b>		
<b>Tech 2014: 8.1.8.A.3 / 8.1.2.B.1 / 8.1.P.C.1 / 8.2.8.A.2 / 8.2.8.E.1 / 8.2.8.E.2</b>		
	<b>Grade 7</b>	<b>Grade 8</b>
<b>Essential Questions</b>	<p>How can using technology influence our composition?</p> <p>How can we use technology to overcome deficiencies that hinder composition?</p> <p>How can we use technology to become better performers?</p>	<p>How can using technology influence our composition?</p> <p>How can we use technology to overcome deficiencies that hinder composition?</p> <p>How can we use technology to become better performers?</p>
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>	Virtually perform, conduct, and score.	Virtually perform, conduct, and score.
<b>Students Will be Able to:</b>		
<b>Assessments/Performance Indicators</b>	<p>Observation of student performance</p> <p>Self-critique</p> <p>Written assessments and tests</p> <p>Projects</p> <p>Teacher created Rubrics</p>	<p>Observation of student performance</p> <p>Self-critique</p> <p>Written assessments and tests</p> <p>Projects</p> <p>Teacher created Rubrics</p>

<b>Performing</b>		
	<b>Grade 7</b>	<b>Grade 8</b>
<b>Essential Questions</b>	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?
<b>NJCCCS</b>	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
<b>Knowledge and Skill Proficiencies</b>  <b>Students Will Be Able To:</b>	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.
<b>Assessments/Performance Indicators</b>	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**

**Interdisciplinary Activity: Short Journal Entry to research an early composer** NJSLS - WHST.6-8.7. Conduct short research projects to answer a question

- 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**

Apple Logic Pro X

*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:**

**Interdisciplinary Activity: Short Journal Entry to research an early composer** NJSLS - WHST.6-8.7. Conduct short research projects to answer a question

- 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**

Apple Logic Pro X

*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 8*, 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

## Integrating Career Ready Practices

CRP1 - Act as a responsible and contributing citizen and employee.

CRP2 - Apply appropriate academic and technical skills.

CRP4 - Communicate clearly and effectively and with reason.

CRP5 - Consider the environmental, social and economic impacts of decisions.

CRP6 - Demonstrate creativity and innovation.

CRP7 - Employ valid and reliable research strategies.

CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11 - Use technology to enhance productivity.

CRP12 - Work productively in teams while using cultural global competence