

Music Appreciation Grade: 7
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
<p>STANDARD 1.4 Aesthetic Responses And Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music theatre and visual art.</p> <p style="text-align: center;">A. AESTHETIC RESPONSES</p> <p>A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance music theatre and visual art.</p> <p>A.4. Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs or values.</p> <p style="text-align: center;">B .CRITIQUE METHODOLOGIES</p> <p>B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the works content or form</p> <p>B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p> <p>STANDARD 1.3 Performance: all students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music theatre and visual art of music.</p>

<p>B. Music</p> <p>B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores on the grand staff.</p>	
<p>STANDARD. 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art n dance, music theatre and visual art.</p>	
<p>B. Music</p> <p>B.1. Analyze the application of the elements of music in diverse Western and n0n-western musical works from different historical eras using active listening and by reading and interpreting written scores..</p> <p>B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	
<p>Enduring Understandings: <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • The arts serve multiple functions: enlightenment, education, and entertainment. 	<p>Essential Questions: <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> • Why should I care about the arts? • What’s the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts? • To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? • How do underlying structures

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<ul style="list-style-type: none"> • Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<p>unconsciously guide the creation of art works?</p> <ul style="list-style-type: none"> • Does art have boundaries?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic music terminology, such as of meter, rhythm, tonality, intervals, chords, and harmonic progressions • That there are a variety of careers and lifelong opportunities for making music • Music reflects society • Music has a role in goings on of society • Describe various roles that musicians perform • Identify representative individuals and their achievements that have functioned in each role. 	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> • Music communicates significant cultural beliefs or sets of values. • Different musical styles and trends exhibit different characteristics. • Music is inspired by an individual's imagination. • Change occurs in the perception of the meaning of a piece of music over time. • Basic music elements are organized and manipulated to establish unity and variety in musical compositions.
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify cultural beliefs or sets of values in music. • Describe the general mood of a piece of music. • Informative writing, comparing and contrasting elements among various pieces of music. • Perform compositions containing progressively complex notation and use standard notation to record musical ideas. • Perform independently and in groups a variety of musical pieces. 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • Careers always involve performance. • Complicated music is better music. • Critiques are only negative. • Current music is the best. • Old music is the best. • Appreciating different styles of music is not an opinion. • Appreciating music means you like the music. • Fame indicates skill. • Music does not reflect society

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<ul style="list-style-type: none"> • Improvise original melodies and/or rhythms over given chord progressions or rhythmic accompaniments in a consistent style, meter, and tonality. • Identify how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions. • Persuasive written critique music using description, analysis, interpretation, and evaluation. • Written and oral judgment of others based on the process of critique citing evidence to support opinion. • Persuasive and argumentative written comparison and contrast the technical proficiency of artists. • Informational writings on how music relates to society. 	
Stage 2- Assessment Evidence	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Test on terminology Vocabulary Quiz • Written informational test on lyrics and relationship to society • Informative writing research paper on jazz artist • Informative writing research paper on artist not from this era • Quiz on historical facts • Identify meaning of music lyrics and how it relates to society • Written critique of music listened to. • Written critique of oral presentations • Close reading citing evidence to support ideas of informational articles and argumentative positions on music. 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Oral Report on Careers in Music • Performer Biography Presentation • Musical Performance Observation • Listening to Music of said Era • Unit Tests • Informational writing on various musical topics.

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Discussion • Observation of Students • Informational Written Assignments • Persuasive written assignments based on close reading. • Quick Response Cards • Listen to music that has “meaningful” lyrics and describe in writing what song is about. • Persuasive/argumentative writing on songs with “meaningful” lyrics. • Quizzes on material covered. 	
<p>Stage 3- Learning Plan</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Individual Career Oral Report Preparation • Performer On-line Research Activity • Handouts and discussion on social relationship of music 1960’s • Discuss relationship of early American music to today’s music. • Class discussions • Play and discuss music videos and CD’s, YouTube related to content area 	<p>Strategies:</p> <ul style="list-style-type: none"> • Research Skills <ul style="list-style-type: none"> ○ Document your sources ○ Use more than one source • Discuss said resource information • Oral Presentations and note taking • Close reading of said material.
<p>Interdisciplinary Connections:</p> <p><input checked="" type="checkbox"/> Art- Music and art of different eras share common properties</p> <p><input type="checkbox"/> Music – n/a</p> <p><input type="checkbox"/> Physical Education –motor skills</p> <p><input checked="" type="checkbox"/> World Language – cultural connections, vocabulary roots</p> <p><input type="checkbox"/> Health – hygiene</p> <p><input type="checkbox"/> Science –</p> <p><input checked="" type="checkbox"/> Social Studies – historical connections, cultural influences</p> <p><input type="checkbox"/> Mathematics –</p> <p><input checked="" type="checkbox"/> Language Arts – oral presentations, written assignments, research</p>	
<p>Technology Connections:</p> <p>On-line research</p> <p>Computer-generated composition</p> <p>Electronic Instrument Usage</p> <p>DVD Player</p> <p>Active Board</p>	

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Resources:

- Various written handouts
- Profiles in Modern Music
- You Tube videos
- Classroom notes
- Various recordings of Renaissance, Medieval, Baroque, Classical and Romantic periods of music and American music.
- Handouts on various composers
- Worksheets
- The Music Connection
- Assorted CD's
- Assorted DVD's/VHS
- Printed Worksheets
- Music Together
- Music K-8 Sheet Music Magazine
- Alfred's Essentials of Music Theory

**Music History & Culture
Grade: 7**

Stage 1- Desired Results

Established Goals: NJCCCS, 2009

STANDARD 1.4 Aesthetic Responses and Critique Methodologies: all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

A. HISTORY AND CULTURE:

A.1 Generate observational and emotional responses to diverse culturally and historical specific works of dance, music, theatre and visual art.

A.2 Identify works of dance, music, theatre and visual art that are used for utilitarian and non-utilitarian purposes.

A.3 Distinguish among artistic styles, trends and movements in dance, music, theatre and visual art within diverse cultures and historical eras.

A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs or values.

A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre and visual art.

A.7 Analyze the form, function, craftsmanship and originality of representative works of dance, music, theatre and visual art.

STANDARD 1.4 Aesthetic Responses and Critique Methodologies: all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

B. CRITIQUE

.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

<p>STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.</p>	
<p>A. Knowledge</p> <ol style="list-style-type: none"> 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation. 2. Compare artistic content among contrasting art works in the same domain. <p>B. Skills</p> <ol style="list-style-type: none"> 1. Evaluate the judgment of others based on the process of critique. 2. Compare and contrast the technical proficiency of artists. 	
<p>STANDARD 1.2 History of the Arts and Culture; All students will understand the role and development and influence of the arts throughout history and across cultures.</p>	
<p>A.1 Map historical innovations in dance, music theatre and visual art that were caused by the creation of new technologies.</p> <p>A.2 Differentiate past and contemporary works of dance, music, theatre and visual art that represent important ideas, issues and events that are chronicled in the histories of diverse cultures.</p> <p>A.3 Analyze the social, historical and political impact of artists on culture and the impact of culture on the arts.</p>	
<p>Enduring Understandings: <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance 	<p>Essential Questions: <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> • Why should I care about the arts?

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<p>and value.</p> <ul style="list-style-type: none"> • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • The arts serve multiple functions: enlightenment, education, and entertainment. • Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<ul style="list-style-type: none"> • What's the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts? • To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries?
<p>Content Knowledge:</p> <ul style="list-style-type: none"> • <i>Students will know...</i> • Music Terminology • Composers and the style of music they are associated with • Instruments of the said era • Music and its relationship to society and events of the era • Music can be a driving force in society. 	<p>Content Understandings:</p> <p><i>Students will understand that.</i></p> <ul style="list-style-type: none"> • Musical styles are related to social aspects of the time period • Composers/Musicians draw from the norms of the era from which they are living • Musical ideas are taken from personal life.
<p>Content Skills:</p> <ul style="list-style-type: none"> • <i>Students will be able to...</i> • Describe the elements in a piece of music • Relate said music to a specific time period and society • Relate the mood of a piece of music in class discussion • Critique said music in discussion and written form • Relate music and social norms of one era to another • Discuss how the arts affect world happenings • Understand how society reacts to a piece of 	<p>Misconceptions:</p> <p><i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • Music that I am not familiar with is boring • Music from other cultures/eras is boring • Music is not affected by the social cultures of a region or era • Music is not a powerful force in society.

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<p>music.</p> <ul style="list-style-type: none"> • Close reading of informational articles and written critique citing evidence to support information or argumentative position. 	
<p>Stage 2- Assessment Evidence</p>	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Written Tests • Research Paper on artists not performing today • Research paper on jazz musician • Worksheet completion • Informative writing of music played • Persuasive writing of opinion of musical lyrics. • Written relationship of lyrics to society 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Classroom discussions based on music listening • Oral presentations and note taking • Discussion of informative writings
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Classroom discussions • Small group discussions/critiques • Teacher observation • Quizzes • Close reading of various musical handouts • Written critique of said articles including evidence to support opinion • Written critique pertaining to song lyric meanings and its relevance to society 	
<p>Stage 3- Learning Plan</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Worksheets • Discussions • Viewing videos • Listening exercises • Note taking • Analyze Lyrics of various pieces of music demonstrating content and relationship to today • Informational research paper on various composer of different eras • Oral presentations of said composers. • Argumentative written work as stated above 	<p>Strategies:</p> <ul style="list-style-type: none"> • Readings/handouts • Listening- cd, DVD, YouTube, etc. • Use of said musical terms • Discussion of said materials • Informational, persuasive and argumentative written/oral critique of other students writings

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Interdisciplinary Connections:

- Art- art and music share common properties
- Music –
- Physical Education –
- World Language –
- Health –
- Science –
- Social Studies –music of certain time periods reflects society
- Mathematics –
- Language Arts – writing/presenting reports

Technology Connections:

Active Board
YouTube
Various internet resources

Resources:

- Various worksheets
- You tube videos
- Classroom notes
- Various recordings of Renaissance, Medieval, Baroque, Classical and Romantic periods of music and American music.
- Handouts on various composers
- Worksheets
- The Music Connection
- Assorted CD's
- Assorted DVD's/VHS
- Printed Worksheets
- Music Together
- Music K-8 Sheet Music Magazine
- Alfred's Essentials of Music Theory

Music Theory Grade: 7	
Stage 1- Desired Results	
Established Goals: NJCCCS, 2009	
STANDARD 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.	
B. MUSIC	
B1- Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.	
B2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions	
STANDARD 1.3. Performance: all students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in dance, music theatre and visual arts music.	
B. Music B1- Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.	
B2- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	
B3- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	
Enduring Understandings: <i>At the end of the unit students will</i>	Essential Questions: <i>At the end of the unit students will be able</i>

<p><i>understand that...</i></p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • The arts serve multiple functions: enlightenment, education, and entertainment. • Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<p><i>to answer...</i></p> <ul style="list-style-type: none"> • Why should I care about the arts? • What's the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts? • To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries?
<p>Content Knowledge: <i>Students will know...</i></p> <p>Basic terminology such as tempo, crescendo, largo, etc.</p> <p>Note names in respective clefs</p> <p>Note and rest values</p>	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> • Interpreting music through performance is different than listening • Music of different styles and cultures are generated from the same basic elements • Musical elements and concepts are used to achieve desired results • The artistic process is just that
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Perform said composition • Demonstrate the ability to express opinions of musical works using correct terminology • Improvise basic melodies when given a chordal accompaniment 	<p>Misconceptions:</p> <ul style="list-style-type: none"> • <i>Predictable misconceptions to address are...</i> • Different musical styles are easier than others • Performing different styles of music requires the same abilities. • Writing music is an easy task

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<ul style="list-style-type: none"> • Critique said melodies using musical terms as evidence for opinion. 	<ul style="list-style-type: none"> • Improvising music requires no skills
Stage 2- Assessment Evidence	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional Tasks: • Tests on said material • Notation quiz • Vocabulary quiz • Percussion Performance • Unit Tests • Written critique on said performances 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Oral response to question involving above skills • Performance results (correct notes, rhythms, etc.) of various compositions and performances • Written critique of said performance
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Observation of Students writing/performing • Discussion • Informational written assignments. • Informal performance practicing • Various music handouts 	
Stage 3- Learning Plan	
<p>Activities:</p> <ul style="list-style-type: none"> • Music notation worksheets • Music terminology worksheets • Written music to practice/perform • Use of percussion instruments for said performance • Various Videos 	<p>Strategies:</p> <ul style="list-style-type: none"> • Proper instrument technique • Correct reading of notation • Performing of said writings
<p>Interdisciplinary Connections:</p> <p><input checked="" type="checkbox"/> ___ Art- music/art of similar periods share common properties</p> <p>___ Music –</p> <p>___ Physical Education –</p> <p><input checked="" type="checkbox"/> ___ World Language – music terminology is in different languages. World Music</p> <p>___ Health –</p> <p>___ Science –</p> <p>___ Social Studies –</p> <p><input checked="" type="checkbox"/> ___ Mathematics – music notation is fractions</p> <p><input checked="" type="checkbox"/> ___ Language Arts – Music terminology and lyrics</p>	
<p>Technology Connections:</p> <ul style="list-style-type: none"> • YouTube • Smart Board 	

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Resources:

- Numerous written music selections
- Music Notation worksheets
- Music Terminology worksheets
- Classroom notes
- Various recordings of Renaissance, Medieval, Baroque, Classical and Romantic periods of music and American music.
- Handouts on various composers
- Worksheets
- The Music Connection
- Assorted CD's
- Assorted DVD's/VHS
- Printed Worksheets
- Music Together
- Music K-8 Sheet Music Magazine
- Alfred's Essentials of Music Theory