

Music Appreciation Grade: 8
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.</p>
B. Music

<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>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. • 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 	<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 unconsciously guide the creation of art works? • Does art have boundaries?

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<p>to new forms of artistic expression.</p>	
<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 in the field of music • Describe various roles that musicians perform • Identify representative individuals and their achievements that have functioned in each role. • The characteristics inherent to musical styles of different eras including Baroque, Classical, Romantic and 20th Century. 	<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. • Musical style of different periods has a direct relation to society of said time.
<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. • Compare and contrast elements among various pieces of music. • 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. • Critique music using description, analysis, interpretation, and evaluation. • Evaluate the judgment of others based on the process of critique • Written comparison and contrast the technical proficiency of artists citing evidence. 	<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"> Persuasive writing compares and contrast music of different eras. 	
Stage 2- Assessment Evidence	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> Music Terminology Vocabulary Quiz Written critique of live performance Written research paper on contrasting music styles Written critique of recorded performance/movies Written informational research paper/oral presentation of student favorite artist Informative written critique of oral presentations. Close reading of informational articles writing a critique citing evidence to support ideas. Unit tests 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> Oral Report on Careers in Music Performer Biography Presentation Written critique of materials shown
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Discussion Observation of Students Persuasive written Assignments Close reading of various composers/musical styles Informational written assignments citing evidence from various readings. 	
Stage 3- Learning Plan	
<p>Activities:</p> <ul style="list-style-type: none"> Research Paper on groups w/contrasting musical styles citing evidence of the contrast Close reading of worksheets Informative writing assignments using various texts. Quizzes 	<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 Informative writing of worksheets and readings Argumentative/comparative written critique of said material

Interdisciplinary Connections:

- Art-
- Music – n/a
- Physical Education –motor skills
- World Language – cultural connections, vocabulary roots
- Health – hygiene
- Science –
- Social Studies – historical connections, cultural influences
- Mathematics –
- Language Arts – oral presentations, written assignments, research

Technology Connections:

On-line research
DVD Player
YouTube
Active Board

Resources:

- You Tube videos
- On-line resources
- 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: 8
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.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

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.

Explain B. CRITIQUE

B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency

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and the work's content of form.

B.2 Differentiate among basic formal structures and technical proficiency of artists' works of dance, music, theatre and visual art.

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.

STANDARD 1.2 History of the Arts and Culture; all students will understand the role, development and

A.1 Map historical innovations in dance, music theatre and visual art that were caused by the creation of new technologies.

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.

A.3 Analyze the social, historical and political impact of artists on culture and the impact of culture on the arts.

Enduring Understandings:

At the end of the unit students will understand that...

- 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.

Essential Questions:

At the end of the unit students will be able to answer...

- 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

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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>works?</p> <ul style="list-style-type: none"> • Does art have boundaries?
<p>Content Knowledge:</p> <ul style="list-style-type: none"> • <i>Students will know...</i> • Music Terminology • Western music’s beginnings in the Roman Catholic Church and not for “enjoyment” • Composers and the musical era they are from, including Baroque, Classical, Romantic and 20th Century periods. • Instruments of the said eras • Comprehend how music evolved from church modes to where it is today. • Understand how music is directly related to society 	<p>Content Understandings: <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 with both persuasive writing and oral explanation. • Relate said music to a specific time period including Baroque, Classical, Romantic and 20th Century periods. • Relate the mood of a piece of music in class discussion • Critique said music in discussion and written form • Discuss how the arts affect world happenings 	<p>Misconceptions: <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
<p>Stage 2- Assessment Evidence</p>	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Quizzes • Comparison written assignments with music of today. • Persuasive written research paper comparing two different 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Classroom discussions based on music listening and videos shown • Written critiques on above

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<p>composers/bands citing evidence of differences and similarities.</p> <ul style="list-style-type: none"> • Close reading of informational articles and write critique citing evidence so support ideas and argumentative ideas. 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Classroom discussions • Small group discussions/critiques • Teacher observation • Informative written assignments • Persuasive written assignments • Comparison/argumentative written critique pertaining to movies and recordings using proper musical terminology 	
<p>Stage 3- Learning Plan</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Worksheets • Discussions • Listening exercises • Note taking • Written critiques on above. • Research paper comparing/contrasting two artists/composers. 	<p>Strategies:</p> <ul style="list-style-type: none"> • Readings/handouts • Listening • Use of said musical terms • Critique movies w/ comparisons
<p>Interdisciplinary Connections:</p> <p><input checked="" type="checkbox"/> Art- art and music share common properties</p> <p><input type="checkbox"/> Music –</p> <p><input type="checkbox"/> Physical Education –</p> <p><input checked="" type="checkbox"/> World Language – cultural connections</p> <p><input type="checkbox"/> Health –</p> <p><input type="checkbox"/> Science –</p> <p><input checked="" type="checkbox"/> Social Studies –music of certain time periods reflects society</p> <p><input type="checkbox"/> Mathematics –</p> <p><input checked="" type="checkbox"/> Language Arts – writing/presenting reports</p>	
<p>Technology Connections:</p> <ul style="list-style-type: none"> ○ DVD/CD ○ Computer/Internet ○ YouTube ○ Active Board 	

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Resources:

- Various worksheets
- Various CD/DVD
- 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
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Music Theory Grade: 8
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.
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 visu8al arts.
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. B4- Improvise music in a selected genre of style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre of style.

<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. • 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>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 unconsciously guide the creation of art works? • Does art have boundaries?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic terminology such as tempo, crescendo, largo, etc. • Basic note names in both Treble and Bass Clef. • Characteristics of music from various eras including Baroque, Classical, Romantic and 20th Century periods. • Instruments of said musical eras 	<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 • Music is directly related to society
<p>Content Skills:</p>	<p>Misconceptions:</p>

<p>Students will be able to...</p> <ul style="list-style-type: none"> • Informative writing and orally demonstrate the ability to express opinions of musical works using correct terminology 	<ul style="list-style-type: none"> • Predictable misconceptions to address are... • Different musical styles are easier than others • Performing different styles of music requires the same abilities. • Writing music is an easy task • Improvising music requires no skills • Difficult music is better.
<p>Stage 2- Assessment Evidence</p>	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Unit Tests • Informative written/Verbal critique • Written assignments of notes/rhythms • Informative written comparison of music from musical periods stated above. 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Oral response to question involving above skills • Practice demonstration of said rhythms • Critique of said oral responses
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Observation of Students writing/performing • Discussion • Informational written assignments. • Quizzes • Persuasive writings pertaining to a particular musical style. 	
<p>Stage 3- Learning Plan</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Music terminology worksheets • Note and rhythm worksheets • Performing said rhythms • Identifying Rhythms in recorded music. • Informative written critique of said music using correct musical terminology. 	<p>Strategies:</p> <ul style="list-style-type: none"> • Active Listening <ul style="list-style-type: none"> ○ Think about what you're hearing ○ Discuss after
<p>Interdisciplinary Connections:</p> <p>X___ Art- music/art of similar periods share common properties ___ Music – ___ Physical Education – _X_ World Language – music terminology is in different languages. World Music ___ Health – ___ Science – ___ Social Studies – _X_ Mathematics – music notation is fractions ___X_ Language Arts – Music terminology and lyrics</p>	

Technology Connections:

- CD/DVD
- Computer/Internet
- YouTube
- Active Board

Resources:

- Numerous written music selections
- Music Terminology worksheets
- Videos, YouTube
- 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
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