

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level/Content Area: 6<sup>th</sup> & 7<sup>th</sup> Grade General Music**  
**Length of Course: One Cycle/Marking Period**

**Curriculum**

**Course Description:**

The purpose of the General Music Curriculum is to build upon the prior knowledge, skills, and concepts that students developed in elementary school. This course will accomplish this by providing musical experiences through real world applications such as music theory, basic piano comprehension, as well as music composition, and sound production. Every student at LCJSMS is enrolled in General Music for 1 marking period during their 6th or 7th grade year. The general music curriculum provides flexibility for the teacher to cater instruction towards each grade level and each unique class dynamic. Since this is the last required course in their music education, it is essential that students have learning experiences that connect to their personal lives. This class will help students develop informed musical opinions and preferences, as well as providing a solid foundation for future participation, appreciation, and growth in music.

The following curriculum is aligned with the State of New Jersey Core Curriculum Content Standards for Visual and Performing Arts. The course is divided into four main areas of focus, as per NJCCCS: (1) the elements of music/the creative process, (2) history of the arts and culture, (3) performance, and (4) aesthetic responses/critique methodologies. The course aims to address all aspects of music education and provide learning experiences that are comprehensive in scope with a personalized approach.

21st century learning requires 21st century resources and approaches. This is a student-centered course, where students are provided with many interactive learning experiences and opportunities. Students will develop piano performance skills through the use of the digital keyboard lab. Students will compose songs, create electronic music, and explore music production concepts through (MusicTheory.net, Noteflight, and Soundation). The course expects students to: (1) build on their prior knowledge and experiences, (2) develop their critical thinking skills, (3) complete problem-based interactive tasks, (4) explore different perspectives (5) develop performance and compositional skills. Students should leave the course wanting to continue or start to incorporate some form of musical experience in their personal lives.

**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 music.

**Big Ideas:** Students will become familiar with the elements of music and understand how they should be utilized through the creation of different types of musical compositions.

<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>What is music?</p> <p>What are the components of music notation?</p> <p>What are the steps of writing an original song?</p> <p>How do musical elements and styles vary in different cultures?</p> <p>How does technology impact music composition?</p>	<p>The elements of music are the building blocks of composition. (meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions)</p> <p>Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to ear training and listening skills, temporal spatial reasoning ability is connected to listening skills.</p> <p>Songwriting utilizes music notation and follows a process.</p> <p>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p>
<p style="text-align: center;"><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p style="text-align: center;"><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>1.1.8.B.1</b> 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.</p> <p><b>1.1.8.B.2</b> 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 style="text-align: center;"><b>Instructional Focus</b></p> <ul style="list-style-type: none"> <li>▪ Students will learn the elements of music (beat, meter, rhythm, dynamics, melody, harmony, tonality, texture, timbre, form, etc.).</li> <li>▪ Students will identify and describe these elements in diverse musical works, using the proper musical vocabulary/terminology.</li> <li>▪ Analyze the application of the elements of music in diverse Western and non-Western musical works from different</li> </ul>

historical eras using active listening and by reading and interpreting written scores.

- Students will learn the common compositional techniques that are used in various styles of music.

### **Sample Assessments**

- Formal assessment of musical elements
- Form analysis of multiple songs
- Original composition: following a prescribed set of rules/criteria regarding form and compositional technique
- Analyze and evaluate various works of music through written responses while identifying and discussing the elements of music

### **Instructional Strategies**

- Explore the music staff, showing the relationship of lines and spaces
- Identify notes on treble and bass clef staves
- Identify note values and musical markings
- Listen to songs of various genres and analyze form structure
- Compose music using online notation software (Noteflight)

### **Interdisciplinary Connections**

- Math: fractions in relation to time signatures
- Language Arts: poetry/song writing, written responses to various prompts
- Social Studies: analysis of world cultures and their musical traditions

### **Technology Integration**

	<ul style="list-style-type: none"> <li>- MusicTheory.net: a web-application used to review and reinforce basics of music notation</li> <li>- Noteflight: a music notation web application used to create and edit music compositions</li> <li>- Soundation: a web-application used to create, edit, and produce electronic music</li> </ul> <ul style="list-style-type: none"> <li>□ <b>Media Literacy Integration</b> <ul style="list-style-type: none"> <li>- Students will utilize Google Classroom and Google Docs to record their responses to aural and written prompts</li> </ul> </li> <li>□ <b>Global Perspectives</b> <ul style="list-style-type: none"> <li>- Students will listen to and analyze diverse musical works from around the world</li> <li>- Students will understand the diverse cultural and societal traditions that influenced the creative process of those works</li> </ul> </li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p style="text-align: center;"><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>- Creativity and Innovation</li> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- Life and Career Skills</li> </ul> <p style="text-align: center;"><b>21<sup>st</sup> Century Themes (as applies to content area)</b></p> <ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> <li>- Health Literacy</li> </ul>

<p style="text-align: center;"><b>Standard 1.2 (History of the Arts and Culture)</b></p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p><b>Big Ideas:</b> Students will learn about the development of music throughout history as well as the role and mechanics of music in today's society.</p>	
<p style="text-align: center;"><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>

<p>What does music of the past sound like?</p> <p>Why are some composers and performers famous?</p> <p>How do the artists of today create music?</p> <p>What is the role of music in today's media driven society?</p>	<p>Musical characteristics and traits both differ across genres, cultures, and historical eras and define the various genres and periods of musical history.</p> <p>Certain composers and performers contributed to the development of music by both perfecting existing forms and creating new ones.</p> <p>Technology plays an integral role in the composition, creation, and production of music across all genres.</p> <p>Music today is used for a variety of purposes, such as leisure, commercial, and to convey a variety of meanings, both implicit and explicit.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p>	<p><b>Instructional Focus</b></p> <ul style="list-style-type: none"> <li>▪ Students will learn the different eras of musical history as well as their defining characteristics.</li> <li>▪ Students will become familiar with composers/artists whose work is considered exemplary from their respective time period and genre.</li> <li>▪ Students will listen to and discuss various works of music from both the past and present.</li> <li>▪ Students will use the same musical and technological tools that are used by composers and performers today, i.e. MIDI keyboards, music notation software (Noteflight), and music production software. (Soundation)</li> </ul> <p><b>Sample Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Formative assessment via classroom discussions</li> </ul>
<p><b>1.2.8.A.1</b> Map historical innovations in music that were caused by the creation of new technologies.</p>	
<p><b>1.2.8.A.2</b> Differentiate past and contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	
<p><b>1.2.8.A.3</b> Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	

- Compositional projects that are congruent with musical eras of the past while using notational software or music production software
- Compositional projects that are congruent with real world music production in today's society, while using notational software or music production software

### **Instructional Strategies**

- Examine prominent composers from the classical period through the modern period
- Compare and contrast compositional techniques and song forms of different composers
- Find connections and patterns used throughout music history

#### **□ Interdisciplinary Connections**

- Social Studies: analysis and discussion of composers, artists, and performers throughout history; discussion of the role and impact of music in today's culture

#### **□ Technology Integration**

- Noteflight: a music notation web application used to create and edit music compositions
- Soundation: a web-application used to create, edit, and produce electronic music

#### **□ Media Literacy Integration**

- Students will learn about various composers, artists, and works of music via print, audio, and online resources by viewing music articles, reviews, and online playlists.

#### **□ Global Perspectives**

- Through the study of a wide variety of composers, artists, and works of music, students will learn about the

	influence and impact of society and culture on composers and their music.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p style="text-align: center;"><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>- Creativity and Innovation</li> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- Life and Career Skills</li> </ul> <p style="text-align: center;"><b>21<sup>st</sup> Century Themes (as applies to content area)</b></p> <ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> <li>- Health Literacy</li> </ul>

<b>Standard 1.3 (Performance)</b>	
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in music.	
<b>Big Ideas:</b> Students will learn musicianship skills in order to perform musical works on the keyboard and to create and share digital music.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>How do you read music notation?</p> <p>How do you play the piano?</p> <p>How do you improvise on the piano?</p> <p>How can I compose digital music for the piano?</p> <p>How can I share a musical performance with the class?</p>	<p>Certain music and media literacy skills are necessary to perform and share works of music correctly and authentically.</p> <p>Understanding of discipline-specific arts terminology is a component of musical literacy.</p> <p>Improvisation is a compositional skill that is dependent on an understanding of the elements of music as well as the ability to manipulate them.</p> <p>Different notational systems are appropriate for different genres, styles, and applications.</p> <p>The creation of digital music requires a combination of a wide variety of musical skills and technologies.</p>

	Keyboard proficiency is a skill that can benefit the creation of music from all genres.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p style="text-align: center;"><b>Instructional Focus</b></p> <ul style="list-style-type: none"> <li>▪ Students will read and write melodic notation in treble and bass clef as well as rhythmic notation from whole notes to sixteenth notes.</li> <li>▪ Students will name and identify all of the notes on the keyboard and know their respective location on the treble and bass clef.</li> <li>▪ Students will learn the basics of keyboard technique, including body posture and hand position.</li> <li>▪ Students will maintain a steady beat when playing.</li> <li>▪ Students will perform keyboard drills and repertoire alone and together as a class.</li> <li>▪ Students will learn and perform music from both written scores and by rote.</li> <li>▪ Students will improvise and create original music on the keyboard.</li> <li>▪ Students will create original compositions using music technology such as Soundation, and Noteflight.</li> </ul> <p style="text-align: center;"><b>Sample Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Summative assessment of student understanding of basic notation (treble/bass clef, note/rest values, etc.)</li> <li>▪ Peer and self-assessment of keyboard progress and individual compositions</li> <li>▪ Summative one-on-one performance assessment of keyboard skills, technique, and knowledge</li> </ul>
<b>1.3.8.B.1</b> Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	
<b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	
<b>1.3.8.B.3</b> Apply theoretical understanding of expressive and dynamic musical terminology to the performance of written scores in the grand staff.	
<b>1.3.8.B.4</b> Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.	



	<ul style="list-style-type: none"> <li>▪ Formative assessment of students improvised compositions on the keyboard</li> <li>▪ Summative assessment of students' ability to create and share digital music compositions</li> </ul> <p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>▪ Perform songs using the keyboard lab</li> <li>▪ Perform original compositions using Noteflight, and Soundation</li> </ul> <ul style="list-style-type: none"> <li>□ <b>Interdisciplinary Connections</b> <ul style="list-style-type: none"> <li>- Social Studies: learn and perform multi-cultural works or pieces from foreign cultures/traditions</li> </ul> </li> <li>□ <b>Technology Integration</b> <ul style="list-style-type: none"> <li>- Digital pianos and MIDI keyboards to play existing keyboard repertoire and compose original material</li> <li>- MusicTheory.net: a web-application used to review and reinforce the basics of music notation</li> <li>- Noteflight: a music notation web application used to create and edit music compositions</li> <li>- Soundation: a web-application used to create, edit, and produce electronic music</li> </ul> </li> <li>□ <b>Global Perspectives</b> <ul style="list-style-type: none"> <li>- Students will play a varied repertoire of keyboard music, featuring selections from all over the world.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> </ul>
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<b>Standard 1.4 (Aesthetic Responses and Critique Methodologies)</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.	
<b>Big Ideas:</b> Students will learn how to interpret, evaluate, critique, and analyze various types of musical performances.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>How can music from different genres and eras be compared to one another?</p> <p>Why do I only like certain music?</p> <p>How is a piece of music or song constructively criticized?</p> <p>What types of methods or mediums are used to evaluate and rank songs?</p> <p>How has technology impacted musical performances?</p>	<p>Music may be both utilitarian and non-utilitarian. Relative merits of works of music can be assessed through analysis of form, function, and originality.</p> <p>Awareness of basic elements of style and design and music inform the creation of criteria for judging originality.</p> <p>Performance technique in music varies according to historical era and genre.</p> <p>Abstract ideas may be expressed in works of music using a genre's stylistic traits.</p> <p>Universal elements of music apply equally to compositions across cultures and historical eras.</p> <p>Technology has enabled greater accessibility to music from around the world.</p> <p>Certain styles of music have formed as a result of a fusion of other unique styles.</p>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<b>Instructional Focus</b>
<b>1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of music.	<ul style="list-style-type: none"> <li>▪ Students will learn how to effectively evaluate, analyze, and listen to music.</li> </ul>
<b>1.4.8.A.2</b> Identify work of music that are used for utilitarian and non-utilitarian purposes.	

<p><b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in music with diverse cultures and historical eras.</p>	<ul style="list-style-type: none"> <li>▪ Students will learn how to use proper musical terminology when describing musical works.</li> </ul>
<p><b>1.4.8.A.4</b> Compare and contrast changes in the accepted meanings of known musical works over time, given shifts in societal norms, beliefs, or values.</p>	<ul style="list-style-type: none"> <li>▪ Students will learn how to determine the artistic intent regarding a work of music.</li> </ul>
<p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded within works of music.</p>	<ul style="list-style-type: none"> <li>▪ Students will learn how to identify components of musical form and structure.</li> </ul>
<p><b>1.4.8.A.6</b> Differentiate between “traditional” works of music and those that do not use conventional elements of style to express new ideas.</p>	<ul style="list-style-type: none"> <li>▪ Students will learn how musical traits are used to convey abstract themes/ideas and how to identify them.</li> </ul>
<p><b>1.4.8.A.7</b> Analyze the form, function, craftsmanship, and originality of representative works of music.</p>	<ul style="list-style-type: none"> <li>▪ Students will learn how to utilize online mediums to create, access, share, and evaluate music</li> </ul>
<p><b>1.4.8.B.1</b> Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form</p>	<p style="text-align: center;"><b>Sample Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Listening activities to identify musical characteristics as well as evaluate, critique, and accurately describe a work of music while using proper musical terminology</li> </ul>
<p><b>1.4.8.B.2</b> Differentiate among basic formal structures and technical proficiency of artists in works of music</p>	<ul style="list-style-type: none"> <li>▪ Participate in discussions and debates about musical genres/artists/songs/topics</li> <li>▪ Peer critique of student compositions</li> <li>▪ Self-evaluation of student work</li> </ul> <p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>▪ Identify components of music reviews</li> <li>▪ Critically examine musical elements</li> <li>▪ Self and peer evaluations of all performances</li> <li>▪ Examine national and international music rankings</li> </ul> <p>□ <b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>- Language Arts (theme, symbolism, metaphor, discussing various poetic</li> </ul>

	<p>and literary works that have been set to music)</p> <ul style="list-style-type: none"> <li>□ <b>Technology Integration</b> <ul style="list-style-type: none"> <li>- Online music review boards and music rating sites, Google Forms and Google Classroom for self and peer reviews</li> </ul> </li> <li>□ <b>Media Literacy Integration</b> <ul style="list-style-type: none"> <li>- Google Classroom and Google Docs to record their written responses to aural and written prompts</li> </ul> </li> <li>□ <b>Global Perspectives</b> <ul style="list-style-type: none"> <li>- Top 200 Billboard Charts from around the world and analyze how and why they differ from their American counterparts.</li> </ul> </li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p style="text-align: center;"><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>- Creativity and Innovation</li> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- Life and Career Skills</li> </ul> <p style="text-align: center;"><b>21st Century Themes (as applies to content area)</b></p> <ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> <li>- Health Literacy</li> </ul>

Texts and Resources:

- National Association for Music Education - <http://www.nafme.org/>
- New Jersey Core Curriculum Content Standards (2014) - <http://www.state.nj.us/education/cccs/2014/arts/>
- New Jersey Music Educators Association - <http://www.njmea.org/>

# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**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.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:  
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

**Media Literacy Integration**

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

**Global Perspectives**

- [The Global Learning Resource Library](#)

**Differentiation Strategies:**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading