Summit Public Schools
Summit, New Jersey
Grade Level/Content Area: 6ᵗʰ & 7ᵗʰ 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 have developed in elementary school, in addition to providing them with musical experiences through real world applications. Every student at LCJSMS is enrolled in General Music for 1 marking period during their 6th or 7th grade year. However, the curriculum allows the instruction to be catered towards each grade level. 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, while helping them develop informed musical opinions and preferences, as well as providing a solid foundation for future participation, appreciation, and growth in music.

The 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) music history and culture, (3) performance, and (4) music critique and analysis. 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. Because of this, students will apply and develop music literacy skills using a MIDI keyboard lab, they will compose songs, create electronic music, and explore music production concepts, through the use of 21st century web applications (MusicTheory.net, Noteflight, Soundation, GarageBand). 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. Students should leave the course wanting 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 in dance, music, theatre, and visual arts.
Big Ideas: Students will become acquainted with the elements of music and understand how they are used by creating different types of musical compositions.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
What is music?	The elements of music are the building blocks of composition.
What are the components of music notation?	

What are the steps of writing an original song? How do musical elements and styles vary in different cultures? How does technology impact music composition?	Music literacy involves reading, writing, and using notes and rhythms. Songwriting utilizes music notation and follows a process. Common, recognizable musical forms often have characteristics related to specific cultural traditions. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. Web applications and computer programs provide access to modern techniques and electronic resources.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: **1.1.8.B.1** 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 interpreting written scores.	**Instructional Focus** ▪ Students will learn the elements of music (beat, meter, rhythm, dynamics, melody, harmony, tonality, texture, timbre, form, etc.).
1.1.8.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.	▪ Students will identify and describe these elements in diverse musical works, using the proper musical vocabulary/terminology. ▪ Students will understand and analyze various song structures/forms through aural and score analysis. ▪ 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 of treble and bass clef
	▪ Identify note values and musical markings
	▪ Listen to songs of various genres and analyze form structure
	▪ Compose music using manuscript paper and online notation
	☐ **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** - MusicTheory.net: a web-application used to review and reinforce basics of music notation - Noteflight: a music notation web application used to create and edit music compositions - GarageBand: a computer program used to create, edit, and produce electronic music - Soundation: a web-application used to create, edit, and produce electronic music
	☐ **Media Literacy Integration** - Students will utilize Google Classroom and Google Docs to record their written responses to aural and written prompts
	☐ **Global Perspectives** - Students will listen to and analyze diverse musical works from around the world - Students will understand the diverse cultural and societal traditions that influenced the creative process of those works

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.	**21st Century Skills** - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills **21st Century Themes** **(as applies to content area)** - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy

Standard 1.2 (History of the Arts and Culture)   All students will understand the role, development, and influence of the arts throughout history and across cultures.
Big Ideas: Students will learn about the development of music throughout history as well as the role and mechanics of music in today's society.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What does music of the past sound like? Why are some composers and performers famous? How do the artists of today create music? What is the role of music in today's media driven society?	Musical characteristics and traits both differ across genres, cultures, and historical eras and define the various genres and periods of musical history. Certain composers and performers contributed to the development of music by both perfecting existing forms and creating new ones. Technology plays an integral role in the composition, creation, and production of music across all genres. Music today is used for a variety of purposes, i.e. leisure, commercial, and to convey a variey of meanings, both implicit and explicit.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**
Students will:	**Instructional Focus**
1.2.8.A.1 Map historical innovations in music that were caused by the creation of new technologies.	▪ Students will learn the periods of musical history as well as their defining characteristics.
1.2.8.A.2 Differentiate past and contemporary works of music that represent important ideas,	

issues, and events that are chronicled in the histories of diverse cultures.	▪ Students will study composers/artists whose work is considered exemplary from their respective time period and genre.
1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	▪ Students will listen to and discuss various works of music from both the past and present.
	▪ Students will use the same musical and technological tools that are used by composers and performers today, i.e. MIDI keyboards, music notation software, and music production software.
	Sample Assessments
	▪ Summative assessment on the periods of music history
	▪ Summative assessment on significant composers and performers from throughout history
	▪ Formative assessment via classroom discussions
	▪ Compositional projects that are congruent with the real world of music production in today's society, i.e. 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** - SoundCloud: a web-based audio sharing platform that can be used to export and

<table>
<tr><td></td><td>share completed audio projects to a digital audience
- Noteflight: a music notation web application used to create and edit music compositions
- GarageBand: a computer program used to create, edit, and produce electronic music
- 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, i.e. music articles, reviews, and online playlists.

☐ **Global Perspectives**
- Through the study of a wide variety composers, artists, and works of music, students will learn about the influence and impact of society and culture on composers and their music.</td></tr>
<tr><td>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.</td><td>**21st Century Skills**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes
(as applies to content area)
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy</td></tr>
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<tr><td colspan="2" align="center">**Standard** 1.3 (Performance)
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in dance, music, theatre, and visual arts.</td></tr>
<tr><td colspan="2">**Big Ideas:** Students will learn musicanship skills in order to perform musical works on the keyboard and to create and share digital music.</td></tr>
<tr><td align="center">**Essential Questions**
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td align="center">**Enduring Understandings**
What will students understand about the big ideas?</td></tr>
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How do you read music notation?	Certain music and media literacy skills are necessary to perform and share works of music correctly and authentically.
How do you play the piano?	
How do you improvise on the piano?	Understanding of discipline-specific arts terminology is a component of musical literacy.
How can I create digital music?	Improvisation is a compositional skill that is dependent on an understanding of the elements of music as well as the ability to manipulate them.
How can I share a musical performance online?	
	Different notational systems are appropriate for different genres, styles, and applications, i.e. traditional, rote, piano roll, graphic, and rhythmic.
	The creation of digital music requires a combination of a wide variety of musical skills and technologies.
	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:	**Instructional Focus**
1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	▪ Students will read and write melodic notation in treble and bass clef as well as rhythmic notation from whole notes to sixteenth notes.
1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	▪ Students will name and identify all of the notes on the keyboard and know their respective location on the treble and bass clef.
1.3.8.B.3 Apply theoretical understanding of expressive and dynamic musical terminology to the performance of written scores in the grand staff.	▪ Students will learn the basics of keyboard technique, including body posture and hand position.
1.3.8.B.4 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.	▪ Students will maintain a steady beat when playing.
	▪ Students will perform keyboard drills and repertoire alone and together as a class.
	▪ Students will learn and perform music from both written scores and by rote.
	▪ Students will improvise and create original music on the keyboard.

	▪ Students will create original compositions using music technology, i.e. Soundation, Garageband, and Noteflight.
	Sample Assessments ▪ Summative assessment of student understanding of basic notation (treble/bass clef, note/rest values, etc.)
	▪ Peer and self-assesment of keyboard progress and individual compositons
	▪ Summative one-on-one performance assessment of keyboard skills, technique, and knowledge
	▪ Formative assessment of students improvised compostions on the keyboard
	▪ Summative assessment of students' ability to create and share digital music compositions
	Instructional Strategies ▪ Perform songs using the keyboard lab for teacher and classmates
	▪ Perform original compositions using Noteflight, GarageBand, and Soundation
	▢ **Interdisciplinary Connections** - Social Studies: learn and perform multi-cultural works or pieces from foreign cultures/traditions

	▢ **Technology Integration**
	  - Digital pianos and MIDI keyboards to play existing keyboard repertoire and compose original material
	  - MusicTheory.net: a web-application used to review and reinforce the basics of music notation
	  - Noteflight: a music notation web application used to create and edit music compositions
	  - GarageBand: a computer program used to create, edit, and produce electronic music
	  - Soundation: a web-application used to create, edit, and produce electronic music

	□ **Global Perspectives**
	- Students will play a varied repertoire of keyboard music, featuring selections from all over the world.
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.	**21st Century Skills** - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills **21st Century Themes** **(as applies to content area)** - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy

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 arts.	
Big Ideas: Students will learn how to interpret, evaluate, critique, and analyze various types of musical performances.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How can music from different genres and eras be compared to one another? Why do I only like certain music? How is a piece of music or song constructively criticized? What types of methods or mediums are used to evaluate and rank songs? How has technology impacted musical performances?	Music may be both utilitarian and non-utilitarian. Relative merits of works of music can be assessed through analysis of form, function, and originality. Awareness of basic elements of style and design and music inform the creation of criteria for judging originality. Performance technique in music varies according to historical era and genre. Abstract ideas may be expressed in works of music using a genre's stylistic traits. Universal elements of music apply equally to compositions across cultures and historical eras. Technology has enabled greater accessibility to music from around the world.

	Certain styles of music have formed as a result of a fusion of other unique styles.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: **1.4.8.A.1** Generate observational and emotional responses to diverse culturally and historically specific works of music. **1.4.8.A.2** Identify work of music that are used for utilitarian and non-utilitarian purposes. **1.4.8.A.3** Distinguish among artistic styles, trends, and movements in music with diverse cultures and historical eras. **1.4.8.A.4** Compare and contrast changes in the accepted meanings of known musical works over time, given shifts in societal norms, beliefs, or values. **1.4.8.A.5** Interpret symbolism and metaphors embedded within works of music. **1.4.8.A.6** Differentiate between "traditional" works of music and those that do not use conventional elements of style to express new ideas. **1.4.8.A.7** Analyze the form, function, craftsmanship, and originality of representative works of music. **1.4.8.B.1** Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the works content or form.	**Instructional Focus** ▪ Students will learn how to effectively evaluate, analyze, and listen to music. ▪ Students will learn how to use proper musical terminology when describing musical works. ▪ Students will learn how to determine the artistic intent regarding a work of music. ▪ Students will learn how to identify components of musical form and structure. ▪ Students will learn how musical traits are used to convey abstract themes/ideas and how to identify them. ▪ Students will learn how to utilize online mediums to create, access, share, and evaluate music **Sample Assessments** ▪ Listening activities to identify musical characteristics as well as evaluate, critique, and accurately describe a work of music while using proper musical terminology ▪ Participate in discussions and debates about musical genres/artists/songs/topics ▪ Peer critique of student compositions ▪ Self-evaluation of student work **Instructional Strategies** ▪ Identify components of music reviews ▪ Critically examine musical elements ▪ Self and peer evaluations of all performances

	▪ Examine national and international music rankings
	□ **Interdisciplinary Connections** - Language Arts (theme, symbolism, metaphor, discussing various poetic and literary works that have been set to music)

	□ **Technology Integration**
	   - Online music review boards and music rating sites (Billboard, IHeartRadio, iTunes, etc.)
	   - Google Forms and Google Classroom for self and peer reviews

	□ **Media Literacy Integration** - Google Classroom and Google Docs to record their written responses to aural and written prompts
	□ **Global Perspectives** - Top 200 Billboard Charts from around the world and analyze how and why they differ from their American counterparts.

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.	**21st Century Skills**
	   - Creativity and Innovation
	   - Critical Thinking and Problem Solving
	   - Communication and Collaboration
	   - Information Literacy
	   - Media Literacy
	   - Life and Career Skills
	
	21st Century Themes
	(as applies to content area)
	   - Financial, Economic, Business, and Entrepreneurial Literacy
	   - Civic Literacy
	   - Health Literacy

Texts and Resources:

- National Association for Music Education - http://www.nafme.org/

- New Jersey Core Currciulum Content Standards (2014) - http://www.state.nj.us/education/cccs/2014/arts/

- New Jersey Music Educators Association - http://www.njmea.org/

- ArkivMusic - An online resource for classical music - http://www.arkivmusic.com/