

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL**

**MUSIC CURRICULUM**

**GRADE 7 GENERAL MUSIC**

**AUGUST 2019**

## **Grade 7 General Music Course Overview**

General Music is a semester course included as part of the related arts curriculum for all 7<sup>th</sup> grade students. The class meets for 42 minutes each day for the duration of one marking period. The course is an extension of the skills learned throughout the K – 6 General Music Curricula and includes a strong focus in the areas of Meter/Rhythm, Electronic Keyboard Performance, Music Notation/ Terminology, Historical and Cultural influences of the Baroque, Classical and Romantic era and an in depth analysis of the composers Bach, Mozart and Beethoven. Instructional materials and literature are selected to specifically develop skills and solidify understandings. Students will be expected to meet or exceed proficiency levels in semester performance and written assessments.

The 7<sup>th</sup> Grade General Music Curriculum addresses the New Jersey Core Curriculum Content Standards as well as align with the National Core Arts Standards.

### **NJCCCS:**

- 1.1 The Creative Process
- 1.2 History of the Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

### **NCAS**

Creating  
Performing  
Responding  
Connecting

All standards are addressed through the performance and analysis of instructional material selected specifically to develop the students' skills and understanding of music in history and culture, compositional elements, performance, individual musicianship and self -reflection. The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted including World Language and 21st Century Careers.

2019 HTPS Performing Arts Curriculum Map – Grade 7 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Meter, Rhythm, Note Reading, and Piano Fundamentals</b>	45 days	<p>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 art.</p> <p>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> <p>1.4-Aesthetic Responses &amp; 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>1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and non-Western musical works</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do different time signatures evoke different feelings?</p> <p>How is the beat in music</p>	<p>The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent</p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication</p> <p>Analyzing creators' context and how they manipulate</p>	<p>Develop mnemonic devices for remembering treble and bass clef staff lines and spaces.</p> <p>Identify and label the notes on the treble and bass clef staff.</p> <p>Identify and label ledger line notes above and below the treble and bass clef staff.</p> <p>Analyze and define what a time signature is and its purpose.</p> <p>Define the mathematical components of Whole, Half, Quarter, Eighth, Sixteenth, Dotted Quarter,</p>	<p>Accuracy of note and rhythm identification on written examples.</p> <p>Accuracy of counting of written rhythmic exercises.</p> <p>Accuracy of note and key identification on keyboard written examples.</p> <p>Teacher evaluation of in-class performances .</p> <p>Self-evaluation of in-class performances .</p> <p>Formal assessment focused on Notation.</p>	<p><b>Literacy Integration:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Present claims and findings, emphasizing salient points in a</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>from different historical eras using active listening and by reading and interpreting written scores.</p> <p>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.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of</p>	<p>identified throughout various musical genres?</p> <p>What is the difference between a good performance versus an outstanding performance?</p> <p>Why is it important to understand the elements of music?</p> <p>How does a unified system for writing music identify their cultures and time period?</p> <p>How are musical symbols derived and what are their functions?</p> <p>How does technology assist in the writing and recording of music?</p>	<p>elements of music provides insight into their intent and informs performance.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p>	<p>Dotted Half notes and Corresponding Rests.</p> <p>Identify, label, create and perform written rhythms with corresponding counts.</p> <p>Identify and label the keys on a piano keyboard.</p> <p>Identify and label half and whole steps on a piano keyboard.</p> <p>Identify and play the correct piano key corresponding to the note written on the treble and bass clef staff.</p> <p>Utilize learned skills for critique of steady beat, rhythmic accuracy, pitch accuracy, phrasing, and finger use.</p>		<p>focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Mathematics Integration:</b> Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers</p> <p><b>Heath &amp; Phys. Ed Integration:</b></p>	
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		<p>representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - 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>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>How does the language of music transcend cultures?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology impacts the creation and performance of music.</p> <p>Every individual contributes to a quality of an ensemble performance.</p>	<p>Apply the critique criteria in their personal listening and performing.</p> <p>Pronounce, label and define Dynamic and Tempo markings.</p>		<p>Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p><b><i>World Language Integration:</i></b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b><i>Technology Integration:</i></b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
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2019 HTPS Performing Arts Curriculum Map – Grade 7 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Baroque Period</b>	10 days	<p>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 art.</p> <p>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.</p> <p>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> <p>1.4-Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment,</p>	<p>How does music reflect a specific culture and/or period of history?</p> <p>How are the basic elements of music used throughout the Baroque period?</p> <p>How does art and architecture reflect the style of Baroque music?</p> <p>Why are the works of Bach critically accepted more today than when it was written?</p> <p>How are the pieces performed similar or different?</p> <p>What impact has technology</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria</p>	<p>Compare various pieces from the Baroque era through reading and listening.</p> <p>Identify the historical aspects of Baroque life and their effects on composers' music.</p> <p>Identify what elements help create and define the style of the pieces (ornamentation, chords, dynamics, tempo markings, and improvisation)</p> <p>Identify the elements of music: melody, rhythm, harmony, texture and form pertaining to the Baroque era.</p> <p>Understand the difference between polyphony and homophony.</p> <p>Analyze texture of music from the Baroque period.</p>	<p>Participation in class discussions of Baroque history and culture.</p> <p>Accuracy of analysis of Baroque keyboard pieces.</p> <p>Summative assessment of the in-class performances of "Canon in D" by Pachelbel.</p> <p>Summative assessment of the in-class performance of Handel's "Hallelujah."</p> <p>Summative assessment of the in-class performance of Bach's "Toccatina and Fugue."</p>	<p><b>Literacy Integration:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts,</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>and analysis to works of art in dance, music, theatre, and visual art.</p> <p>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 and interpreting written scores.</p> <p>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.</p> <p>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.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>1.2.8.A.3 - Analyze the</p>	<p>had on the development of music?</p> <p>How does society's view of a composer change the way the composer writes music?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do musicians make meaningful connections to creating,</p>	<p>that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established</p>	<p>Compare art and architecture through visual and aural examples with the characteristics that are reflected in Baroque music</p> <p>Understand ornamentation, dynamics, tempo markings, form, and harmony and compare them in Baroque listening examples.</p> <p>Identify and define characteristics included in keyboard assignments.</p> <p>Identify the impact of new music on an audience and how audience perception changes over time.</p> <p>Read historical/biographical accounts of Baroque musical composers such as Bach and Handel.</p> <p>Perform Baroque music with varied time and key signatures on keyboards.</p>	<p>Self-evaluation of in-class performances.</p> <p>Formative assessment focused on the Baroque period.</p>	<p>details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Mathematics Integration:</b> Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p><b>Heath &amp; Phys. Ed Integration:</b> Relate advances in</p>	
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		<p>social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art</p>	<p>performing, and responding?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>How do individuals choose music to experience?</p>	<p>criteria.</p> <p>Music helps to define cultural identity.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music has structure.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology</p>	<p>Identify various scientific developments during the Baroque era, i.e. invention of musical instruments and analyze their impact on music.</p> <p>Examine the social and philosophical ideas of the Baroque period utilizing readings and listening examples and explain the cause and effect they have on music: Baroque patronage system.</p>	<p>technology to maintaining and improving personal health.</p> <p>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p><b>World Language Integration:</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Technology Integration:</b> All students will use digital tools to access, manage,</p>	
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		<p>that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.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>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>		<p>impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p>			<p>evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
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		<p>1.4.8.B.1 - 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>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>							
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Classical Period</b>	10 days	<p>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 art.</p> <p>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.</p> <p>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> <p>1.4-Aesthetic Responses &amp; Critique Methodologies: All students will</p>	<p>How does music reflect a specific culture and/or period of history?</p> <p>How are the basic elements of music used throughout the Classical period?</p> <p>How does art and architecture reflect the style of Classical music?</p> <p>How do the elements of music enhance the storytelling in Mozart's operas?</p> <p>How does the patronage system define Mozart's success?</p> <p>How are the</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Read and listen to various pieces from the Classical era and compare them.</p> <p>Identify the historical aspects of Classical life and their effects on composers' music.</p> <p>Identify what elements help create and define the style of the pieces (short phrases, themes with harmonic accompaniment, sonata form)</p> <p>Identify the elements of music: melody, rhythm, harmony, texture and form pertaining to the Classical era.</p> <p>Analyze texture of music from the Classical period.</p> <p>Compare art and</p>	<p>Participation in class discussion of Classical history and culture.</p> <p>Accuracy of analysis of Classical keyboard pieces.</p> <p>Written analysis of the movie "Amadeus.</p> <p>Summative assessment of the performance of Mozart's "Eine Kleine Nacht Musik."</p> <p>Self-evaluation of in-class performances.</p> <p>Formative assessment focused on the Classical period.</p>	<p><b>Literacy Integration:</b> SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL. 7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>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 and interpreting written scores.</p> <p>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.</p> <p>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music,</p>	<p>pieces performed similar or different?</p> <p>What impact has technology had on the development of music?</p> <p>How does society's view of a composer change the way the composer writes music?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance</p>	<p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>The personal evaluation of musical work(s) and</p>	<p>architecture through visual and aural examples with the characteristics that are reflected in Classical music</p> <p>Understand chord structure, dynamics, tempo markings, form, and harmony and compare them in Classical listening examples.</p> <p>Identify and define characteristics included in keyboard assignments.</p> <p>Identify the impact of new music on an audience and how audience perception changes over time.</p> <p>Read historical/biographical accounts of classical musical composers such as Mozart.</p>		<p>eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>W. 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
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		<p>theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>	<p>judged ready to present?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Music helps to define cultural identity.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p>	<p>Perform Classical music with varied time and key signatures on keyboards.</p> <p>Identify various scientific developments during the Classical era, i.e. invention of musical instruments and analyze their impact on music.</p> <p>Examine the social and philosophical ideas of the Classical period utilizing readings and listening examples and explain the cause and effect it has on music.</p> <p>Perform on the electronic keyboard Mozart's "Eine Kleine Nachtmusik."</p>	<p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources,</p>	
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		<p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.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>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>		<p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p>			<p>using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Mathematics Integration:</b> 7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p><b>Heath &amp; Phys. Ed Integration:</b> 2.1.8.A.3 - Relate advances in technology to maintaining and improving personal health.</p>	
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		<p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - 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>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>					<p>2.1.8.B.1 - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p><b>World Language Integration:</b> 7.1.NM.A.1 - Recognize</p>	
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							<p>familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b><i>Technology Integration:</i></b>  8.1.8.A.1 - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p>	
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2019 HTPS Performing Arts Curriculum Map – Grade 7 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Romantic Period</b>	10 days	<p>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 art.</p> <p>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.</p> <p>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> <p>1.4-Aesthetic Responses &amp; Critique</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Read and listen to various pieces from the Romantic era and compare them.</p> <p>Identify the historical aspects of Romantic life and their effects on composers' music, i.e. Nationalism.</p> <p>Identify what elements help create and define the style of the pieces (longer melodies, new chords, tone poems)</p> <p>Identify the elements of music: melody, rhythm, harmony, texture and form pertaining to the Romantic era.</p> <p>Analyze texture of music from the Romantic period.</p> <p>Compare art and</p>	<p>Participation in class discussion of Romantic history and culture.</p> <p>Accuracy of analysis of Romantic keyboard pieces.</p> <p>Written analysis of the movie "Beethoven Lives Upstairs"</p> <p>Summative assessment of the performance of one of Beethoven's pieces: "9th Symphony", "5th Symphony" or "Fur Elise."</p> <p>Self-evaluation of in-class performances.</p> <p>Formative</p>	<p><b>Literacy Integration:</b> SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL. 7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>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>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 and interpreting written scores.</p> <p>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.</p> <p>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>	<p>How does music reflect a specific culture and/or period of history?</p> <p>How are the basic elements of music used throughout the Romantic period?</p> <p>How does art and architecture reflect the style of Romantic music?</p> <p>Is Beethoven's style of music Classical or Romantic?</p> <p>How are the pieces you perform similar or different?</p> <p>What impact has technology had on the development of music?</p> <p>How does society's view of a composer change the way the composer</p>	<p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Music helps to define cultural identity.</p>	<p>architecture through visual and aural examples with the characteristics that are reflected in Romantic music, i.e. impressionism.</p> <p>Understand chord structure, dynamics, tempo markings, form, and harmony and compare them in Romantic listening examples.</p> <p>Identify and define characteristics included in keyboard assignments.</p> <p>Identify the impact of new music on an audience and how audience perception changes over time.</p> <p>Read historical/biographical accounts of Beethoven's work.</p> <p>Perform Romantic music with varied time and key signatures on keyboards.</p>	<p>assessment focused on the Romantic period.</p>	<p>pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>W. 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant</p>	
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		<p>1.2.8.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>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of</p>	<p>writes music?</p> <p>How can the elements of music create different visual images?</p> <p>What makes Bach, Mozart and Beethoven such genius musicians?</p>	<p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p>	<p>Identify various scientific developments during the Romantic era and analyze their impact on music, , i.e. invention of musical instruments.</p> <p>Examine the social and philosophical ideas of the Romantic period utilizing readings and listening examples and explain the cause and effect it has on music.</p> <p>Perform on the electronic keyboard one of Beethoven's pieces: “ 9th Symphony”, “5th Symphony” or “Fur Elise.”</p> <p>Know the various forms of music i.e., ABA, or theme and variation forms.</p> <p>Know which forms go with which genre of music.</p>		<p>descriptive details, and well-structured event sequences.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and</p>	
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		<p>expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.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>Technology impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p> <p>Every individual contributes to a quality of an ensemble performance.</p>	<p>Compare the forms in Baroque, Classical and Romantic listening examples.</p>		<p>investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Mathematics Integration:</b></p> <p>7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>	
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		<p>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - 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>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre,</p>					<p><b><i>Heath &amp; Phys. Ed Integration:</i></b></p> <p>2.1.8.A.3 - Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the</p>	
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		<p>and visual art.</p> <p>1.4.8.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>concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p><b><i>World Language Integration:</i></b>  7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b><i>Technology Integration:</i></b>  8.1.8.A.1 - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p>	
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### **BIBLIOGRAPHY**

“Music Theory & History Workbook-Book 1” Chuck Elledge, Jane Yarbrough & Bruce Pearson

“Music Theory & History Workbook - Book 2 “ Chuck Elledge, Jane Yarbrough & Bruce Pearson

“Standard of Excellence” Bruce Pearson

“An Illustrated History of Music for Young Musicians - The Baroque Period ” Gilles Comeau and Rosemary Covert

“An Illustrated History of Music for Young Musicians - The Classical Period” Gilles Comeau and Rosemary Covert

“An Illustrated History of Music for Young Musicians- The Romantic Period” Gilles Comeau and Rosemary Covert

“Music Puzzles Plus” Donald Moore

“Music Puzzlers, Book 1, 2 & 3” Jerold Kellman

“Great Musicians” Robert Ziegler

“Music A.D. 450-1995” Mark Ammons

“Getting to Know the World’s Greatest Composers - Ludwig Van Beethoven” Mike Venezia

### **WEBLIOGRAPHY**

General resource:

[http://www.musictechteacher.com/music\\_quizzes/music\\_quizzes.htm](http://www.musictechteacher.com/music_quizzes/music_quizzes.htm)

<http://www.thevirtualpiano.com/>

<http://chentheresa.squarespace.com/free-music-theory-worksheets/>

<https://www.musictheory.net/exercises>

[http://colorinmypiano.com/printables/?dl\\_cat=1](http://colorinmypiano.com/printables/?dl_cat=1)

<https://www.musicfun.net.au/>

<http://www.musiccrashcourses.com/index.html>

<https://www.flowkey.com/en/benefits-playing-piano>

**ASSOCIATION JOBS LIST BY UNIT**

<b>Unit/Skill: Meter, Rhythm, Note Reading and Piano Fundamentals</b>	Singer/Opera Musician/Instrumentalist Conductor Arranger Orchestrator Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair
<b>Unit/Skill: Baroque Period</b>	Singer/Opera Musician/Instrumentalist Conductor Arranger Orchestrator Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair
<b>Unit/Skill: Classical Period</b>	Singer/Opera Musician/Instrumentalist Conductor Arranger Orchestrator Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair
<b>Unit/Skill: Romantic Period</b>	Singer/Opera Musician/Instrumentalist Conductor Arranger Orchestrator Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair



**2019 HTPS Performing Arts Curriculum Map**

**Grade 7 General Music**

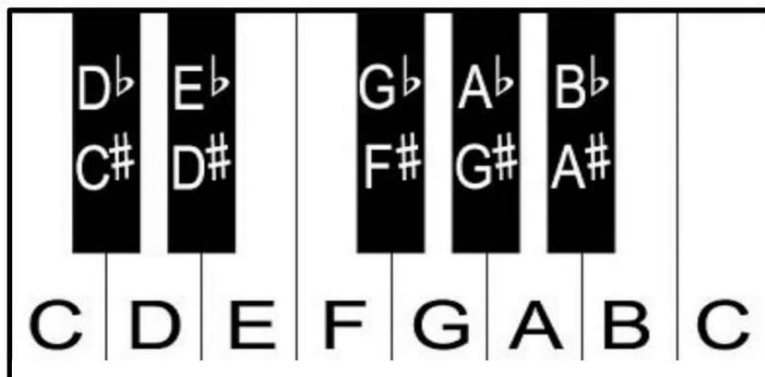
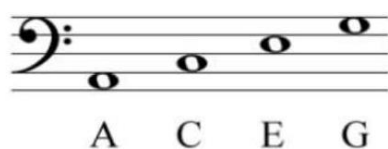
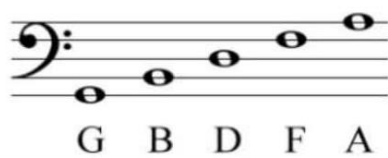
**COMMON  
ASSESSMENTS**

# Canon in D

## Part 1

Pachelbel

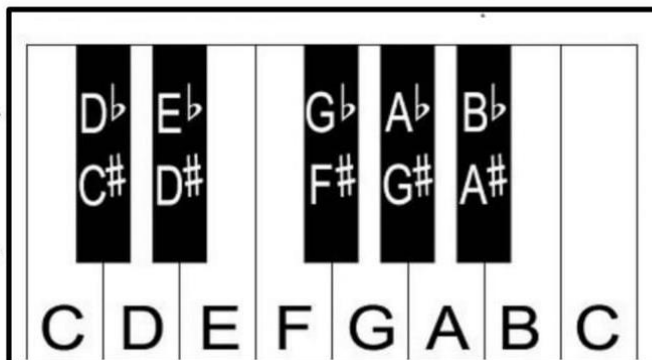
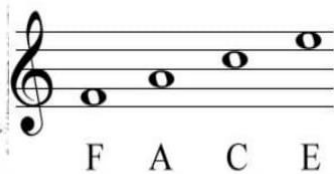
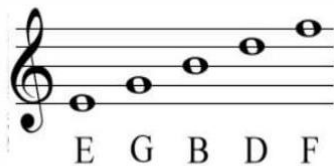
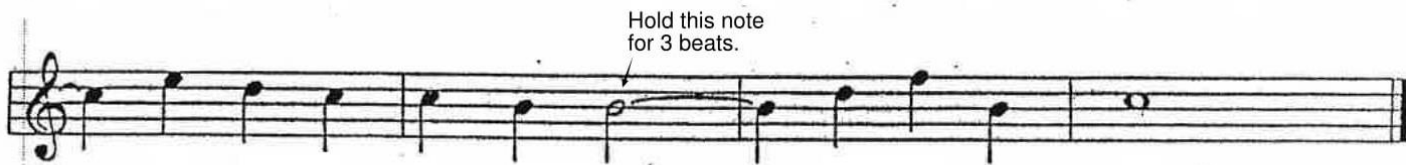
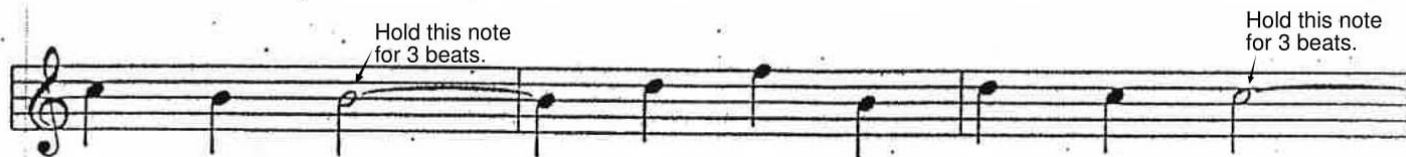
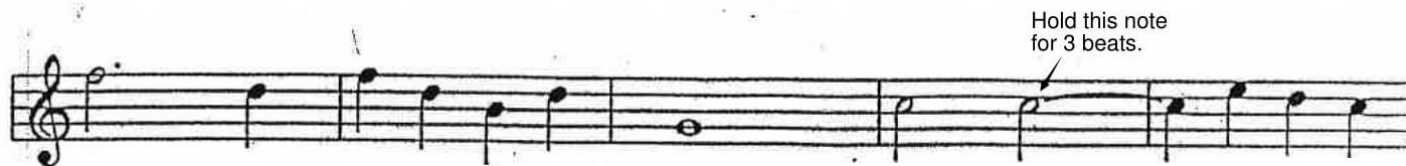
♩ = 100



# Keyboard Test #4

## Eine Kleine Nachtmusik Serenade No. 13

Wolfgang Amadeus Mozart



# FÜR ELISE

Ludwig van Beethoven

Poco Moto

Piano *p*

5 2 1 1

5 5

1

1 2 2 1

5 5 5 5

1 5 1 4

5 5



## Fur Elise



## Beethoven's 5th



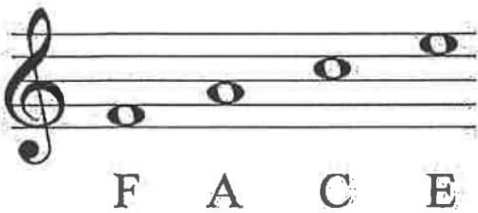
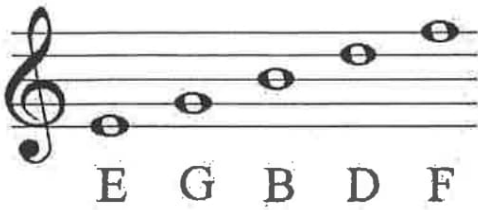
# Hallelujah

Chorus

Handel

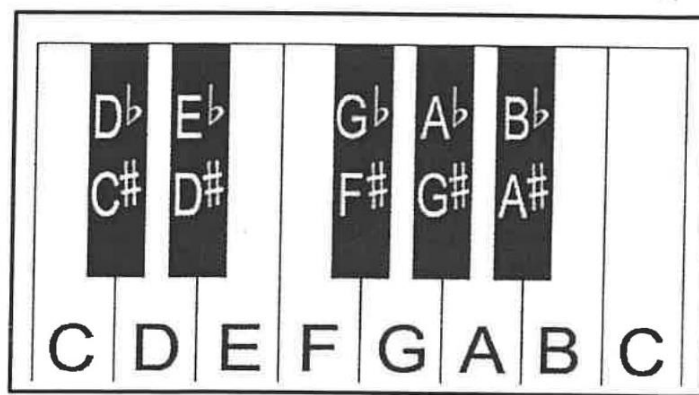
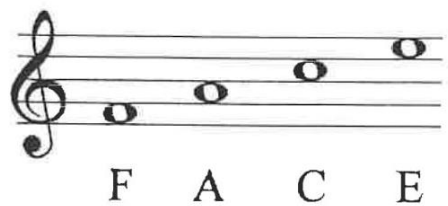
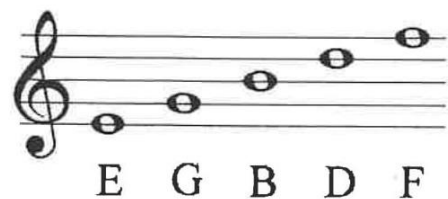


5



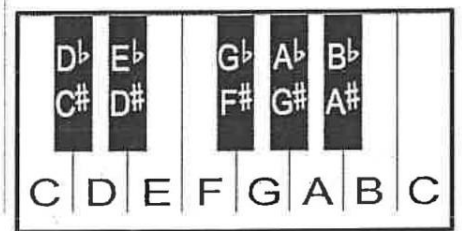
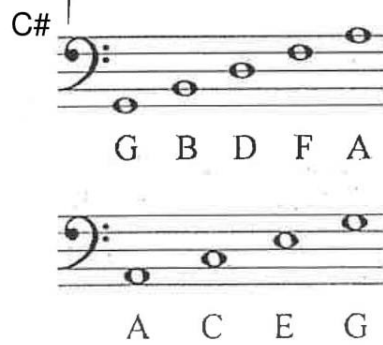
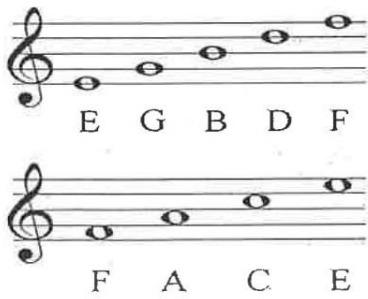
# Ode To Joy from Symphony No. 9

Ludwig Van Beethoven



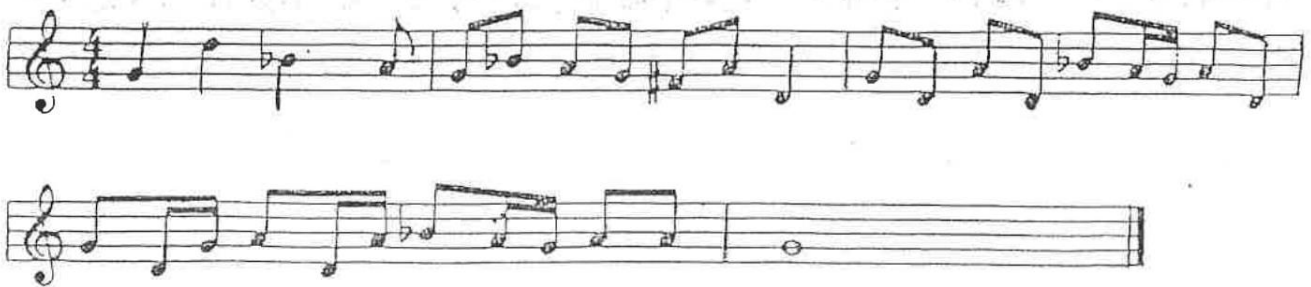
# Toccata and Fugue

J.S. Bach



## Little Fugue in G Minor

J.S. Bach





## Keyboard Assessment

Teacher		Course		Student	
Strunk, Maria		7502/13 - GEN MUSIC			
	4 Value: 16.0	3 Value: 12.0	2 Value: 8.0	1 Value: 4.0	Points
<b>Note Accuracy</b>	Notes are consistantly accurate.	An occasional inaccurate note is played, but does not detract from overall performances.	A few inaccurate notes are played, detracting somewhat from the overall performance.	Wrong notes consistantly detract from the performance.	
<b>Rhythm</b>	The beat is secure and the rhythms are accurate for the style of music being played.	The beat is somewhat secure. The rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.	
<b>Finger Pattern</b>	Virtually no errors. The finger pattern is very accurate.	An occasional isolated error, but most of the time the finger patterns are accurate.	Some accurate finger patterns, but there are frequent errors.	Very few accurate finger patterns.	
<b>Phrasing</b>	Phrasing is always consistent and sensitive to the style of music being played.	Phrasing is usually consconsistent and sensitive to the style of music being played.	Phrasing is usually consistent and occasionally sensitive to the style of music being played.	Phrasing is rarely consistent and rarely sensitive to the style of music being played.	

**Total Points:**