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^{th} 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 7th 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.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinar y Connections	21st Century Life & Career Standards
Meter,	45 days	1.1-The Creative Process:	How do	The creative ideas,	Develop	Accuracy of	Literacy	CRP1. Act as a
Rhythm, Note	15 days	All students will	musicians	concepts, and	mnemonic	note and	Integration:	responsible and
Reading, and		demonstrate an	generate	feelings that	devices for	rhythm	Engage	contributing
Piano		understanding of the	creative ideas?	influence	remembering	identification	effectively in a	citizen and
Fundamentals		elements and principles	creative ideas.	musicians' work	treble and bass	on written	range of	employee.
		that govern the creation of	How do	emerges from a	clef staff lines	examples.	collaborative	emproyee.
		works of art in dance,	musicians make	variety of sources	and spaces.	champies.	discussions (one-	CRP2. Apply
		music, theatre, and visual	creative	variety of sources	and spaces.	Accuracy of	on-one, in	appropriate
		art.	decisions?	Musicians'	Identify and	counting of	groups, and	academic and
			decisions.	creative choices	label the notes	written	teacher-led) with	technical skills.
		1.3-Performance: All	How do	are influenced by	on the treble	rhythmic	diverse partners	Common similar
		students will synthesize	musicians	their expertise,	and bass clef	exercises.	on grade 7 topics,	CRP4.
		those skills, media,	improve the	context, and	staff.		texts, and issues,	Communicate
		methods, and	quality of their	expressive intent		Accuracy of	building on	clearly and
		technologies appropriate	creative work?	P	Identify and	note and key	others' ideas and	effectively and
		to creating, performing,		Musicians	label ledger	identification	expressing their	with reason.
		and/or presenting works	When is	evaluate, and	line notes	on keyboard	own clearly.	
		of art in dance, music,	creative work	refine their work	above and	written	Ĭ	CRP6.
		theatre, and visual art.	ready to share?	through openness	below the	examples.	Analyze the main	Demonstrate
			•	to new ideas,	treble and bass	•	ideas and	creativity and
		1.4-Aesthetic Responses	How does	persistence, and	clef staff.	Teacher	supporting details	innovation.
		& Critique	understanding	the application of		evaluation of	presented in	
		Methodologies: All	the structure	appropriate criteria	Analyze and	in-class	diverse media	CRP8. Utilize
		students will demonstrate	and context of		define what a	performances	and formats (e.g.,	critical
		and apply an	musical works	Musicians'	time signature		visually,	thinking to
		understanding of arts	inform	presentation of	is and its		quantitatively,	make sense of
		philosophies, judgment,	performance?	creative work is	purpose.	Self-	orally) and	problems and
		and analysis to works of		the culmination of		evaluation of	explain how the	persevere in
		art in dance, music,	How do	a process of	Define the	in-class	ideas clarify a	solving them.
		theatre, and visual art.	different time	creation and	mathematical	performances	topic, text, or	
			signatures	communication	components of		issue under study.	CRP11. Use
		1.1.8.B.1 - Analyze the	evoke different		Whole, Half,			technology to
		application of the	feelings?	Analyzing	Quarter,	Formal	Present claims	enhance
		elements of music in		creators' context	Eighth,	assessment	and findings,	productivity.
		diverse Western and non-	How is the beat	and how they	Sixteenth,	focused on	emphasizing	
		Western musical works	in music	manipulate	Dotted Quarter,	Notation.	salient points in a	

representative works of	How does the			Apply the	
dance, music, theatre, and	language of	Effective writers,	Apply the	concepts of force	
visual art.	music transcend	listeners and	critique criteria	and motion	
visuai art.	cultures?	performers of	in their	(weight transfer,	
1.4.8.B.1 - Evaluate the	cultules?	music use			
	II 1		personal	power, speed,	
effectiveness of a work of	How does	knowledge of	listening and	agility, range of	
art by differentiating	understanding	musical language	performing.	motion) to impact	
between the artist's	the structure	to develop	_	performance.	
technical proficiency and	and context of	informed	Pronounce,		
the work's content or	musical works	judgments	label and	World Language	
form.	inform	(aesthetics)	define	Integration:	
	performance?		Dynamic and	Recognize	
1.4.8.B.2 - Differentiate		Technology	Tempo	familiar spoken	
among basic formal	How do	impacts the	markings.	or written words	
structures and technical	performers	creation and		and phrases	
proficiency of artists in	interpret	performance of		contained in	
works of dance, music,	musical works?	music.		culturally	
theatre, and visual art.				authentic	
		Every individual		materials using	
		contributes to a		electronic	
		quality of an		information	
		ensemble		sources related to	
		performance.		targeted themes.	
		F		8	
				Technology	
				Integration:	
				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.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Baroque	10 days	1.1-The Creative	How does	Analyzing	Compare various	Participation in	Literacy	CRP1. Act as a
Period		Process: All students	music reflect a	creators' context	pieces from the	class	Integration:	responsible
		will demonstrate an	specific culture	and how they	Baroque era through	discussions of	Engage effectively	and
		understanding of the	and/or period	manipulate	reading and	Baroque	in a range of	contributing
		elements and principles	of history?	elements of	listening.	history and	collaborative	citizen and
		that govern the creation		music provides		culture.	discussions (one-	employee.
		of works of art in dance,	How are the	insight into their	Identify the		on-one, in groups,	
		music, theatre, and	basic elements	intent and	historical aspects of	Accuracy of	and teacher-led)	CRP2. Apply
		visual art.	of music used	informs	Baroque life and	analysis of	with diverse	appropriate
			throughout the	performance.	their effects on	Baroque	partners on grade 7	academic and
		1.2-History of the Arts	Baroque	•	composers' music.	keyboard	topics, texts, and	technical skills.
		and Culture: All students	period?	Performers make	•	pieces.	issues, building on	
		will understand the role,	•	interpretive	Identify what		others' ideas and	CRP4.
		development, and	How does art	decisions based	elements help create	Summative	expressing their	Communicate
		influence of the arts	and	on their	and define the style	assessment of	own clearly.	clearly and
		throughout history and	architecture	understanding of	of the pieces	the in-class		effectively and
		across cultures.	reflect the style	context and	(ornamentation,	performances	Analyze the main	with reason.
			of Baroque	expressive intent.	chords, dynamics,	of "Canon in	ideas and	
		1.3-Performance: All	music?		tempo markings, and	D" by	supporting details	CRP6.
		students will synthesize		To express their	improvisation)	Pachelbel.	presented in diverse	Demonstrate
		those skills, media,	Why are the	musical ideas,			media and formats	creativity and
		methods, and	works of Bach	musicians	Identify the elements	Summative	(e.g., visually,	innovation.
		technologies appropriate	critically	analyze, evaluate,	of music: melody,	assessment of	quantitatively,	
		to creating, performing,	accepted more	and refine their	rhythm, harmony,	the in-class	orally) and explain	CRP8. Utilize
		and/or presenting	today than	performance over	texture and form	performance of	how the ideas	critical
		works of art in dance,	when it was	time through	pertaining to the	Handel's	clarify a topic, text,	thinking to
		music, theatre, and	written?	openness to new	Baroque era.	"Hallelujah."	or issue under	make sense of
		visual art.		ideas,			study.	problems and
			How are the	persistence, and	Understand the	Summative		persevere in
		1.4-Aesthetic Responses	pieces	the application of	difference between	assessment of	Present claims and	solving them.
		& Critique	performed	appropriate	polyphony and	the in-class	findings,	
		Methodologies: All	similar or	criteria.	homophony.	performance of	emphasizing salient	CRP11. Use
		students will	different?			Bach's	points in a focused,	technology to
		demonstrate and apply		Musicians judge	Analyze texture of	"Toccata and	coherent manner	enhance
		an understanding of arts	What impact	performance	music from the	Fugue."	with pertinent	productivity.
		philosophies, judgment,	has technology	based on criteria	Baroque period.		descriptions, facts,	

and analysis to works of	had on the	that vary across		Self-evaluation	details, and
art in dance, music,	development of	time, place, and	Compare art and	of in-class	examples; use
theatre, and visual art.	music?	cultures. The	architecture through	performances.	appropriate eye
theatre, and visual art.	music:	context and how	visual and aural	performances.	contact, adequate
1.1.8.B.1 - Analyze the	How does	a work is	examples with the	Formative	volume, and clear
application of the	society's view	presented	characteristics that	assessment	pronunciation.
elements of music in	of a composer	influence	are reflected in	focused on the	pronunciation.
diverse Western and	_				A double and a ship of
	change the way	audience	Baroque music	Baroque	Adapt speech to a
non-Western musical	the composer	response.	TT:: 4 4	period.	variety of contexts
works from different	writes music?	TT 1 4 1	Understand		and tasks,
historical eras using	1	Understanding	ornamentation,		demonstrating
active listening and by	How does	connections to	dynamics, tempo		command of formal
reading and interpreting	understanding	varied contexts	markings, form, and		English when
written scores.	the structure	and daily life	harmony and		indicated or
	and context of	enhances	compare them in		appropriate.
1.1.8.B.2 - Compare and	musical works	musicians'	Baroque listening		
contrast the use of	inform	creating,	examples.		Draw evidence
structural forms and the	performance?	performing, and			from literary or
manipulation of the		responding.	Identify and define		informational texts
elements of music in	How do		characteristics		to support analysis,
diverse styles and genres	performers	Response to	included in keyboard		reflection, and
of musical compositions.	interpret	music is	assignments.		research.
	musical works?	informed by			
1.2.8.A.1 - Map		analyzing context	Identify the impact		Mathematics
historical innovations in	How do	(social, cultural,	of new music on an		Integration:
dance, music, theatre,	musicians	and historical)	audience and how		Apply and extend
and visual art that were	improve the	and how creators	audience perception		previous
caused by the creation of	quality of their	and performers	changes over time.		understandings of
new technologies.	performance?	manipulate the			addition and
		elements of	Read		subtraction to add
1.2.8.A.2 - Differentiate	When is a	music.	historical/biographic		and subtract
past and contemporary	performance		al accounts of		rational numbers;
works of dance, music,	judged ready to	The personal	Baroque musical		represent addition
theatre, and visual art	present?	evaluation of	composers such as		and subtraction on a
that represent important		musical work(s)	Bach and Handel.		horizontal or
ideas, issues, and events	How do	and			vertical number line
that are chronicled in the	musicians	performance(s) is	Perform Baroque		diagram.
histories of diverse	make	informed by	music with varied		
cultures.	meaningful	analysis,	time and key		Heath & Phys. Ed
	connections to	interpretation,	signatures on		Integration:
1.2.8.A.3 - Analyze the		•			
1.2.8.A.3 - Analyze the	creating,	and established	keyboards.		Relate advances in

		c :			
		performing,	criteria.		technology to
	1	and		Identify various	maintaining and
		responding?	Music helps to	scientific	improving personal
	pact of culture on the		define cultural	developments during	health.
arts.		How do the	identity.	the Baroque era, i.e.	
		other arts, other		invention of musical	Analyze how
		disciplines,	Developing	instruments and	culture, health
		contexts, and	musicianship	analyze their impact	status, age, and
		daily life	skills requires	on music.	eating environment
	1	inform	ongoing self-		influence personal
		creating,	reflection and	Examine the social	eating patterns and
		performing,	critique.	and philosophical	recommend ways to
gard		and responding		ideas of the Baroque	provide nutritional
		to music?	Music has	period utilizing	balance.
	.8.B.2 - Perform		structure.	readings and	
	1	How do		listening examples	Apply the concepts
	1 1	individuals	Historical periods	and explain the	of force and motion
	11 1	choose music	can be defined by	cause and effect they	(weight transfer,
		to experience?	musical style and	have on music:	power, speed,
char	racteristics of the		genre.	Baroque patronage	agility, range of
genr	re.			system.	motion) to impact
			The elements of		performance.
	.8.B.3 - Apply		music are		
	oretical understanding		combined in		World Language
	expressive and		unlimited and		Integration:
	namic music		various ways to		Recognize familiar
	ninology to the		create meaning		spoken or written
	formance of written		and emotion.		words and phrases
score	res in the grand staff.				contained in
			Effective writers,		culturally authentic
	.8.A.1 - Generate		listeners and		materials using
	ervational and		performers of		electronic
	otional responses to		music use		information sources
	erse culturally and		knowledge of		related to targeted
	torically specific		musical language		themes.
	rks of dance, music,		to develop		
thea	atre, and visual art		informed		Technology
			judgments		Integration:
	.8.A.2 - Identify		(aesthetics)		All students will
	rks of dance, music,				use digital tools to
thea	atre, and visual art		Technology		access, manage,

that are used for	impacts the	evaluate, and
utilitarian and non-	creation and	synthesize
	performance of	information in order
utilitarian purposes.	music.	
1 4 9 A 2 Distinguish	music.	to solve problems
1.4.8.A.3 - Distinguish	Wandanand	individually and
among artistic styles,	Keyboard	collaborate and to
trends, and movements	performance is	create and
in dance, music, theatre,	mental and	communicate
and visual art within	physical as well	knowledge.
diverse cultures and	as aesthetic and	
historical eras.	creative.	
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.		
1.4.8.A.5 - Interpret		
symbolism and		
metaphors embedded in		
works of dance, music,		
theatre, and visual art.		
theatre, and visual art.		
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.		
1.4.8.A.7 - Analyze the		
form, function,		
craftsmanship, and		
dance, music, theatre.		
originality of representative works of dance, music, theatre, and visual art.		

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

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Classical	10 days	1.1-The Creative	How does	Analyzing	Read and listen to	Participation in	Literacy Integration:	CRP1. Act as
Period		Process: All students	music reflect a	creators' context	various pieces	class discussion	SL.7.1. Engage effectively	a responsible
		will demonstrate an	specific	and how they	from the	of Classical	in a range of collaborative	and
		understanding of the	culture and/or	manipulate	Classical era and	history and	discussions (one-on-one,	contributing
		elements and	period of	elements of	compare them.	culture.	in groups, and teacher-led)	citizen and
		principles that govern	history?	music provides			with diverse partners on	employee.
		the creation of works		insight into their	Identify the	Accuracy of	grade 7 topics, texts, and	
		of art in dance, music,	How are the	intent and	historical aspects	analysis of	issues, building on others'	CRP2. Apply
		theatre, and visual art.	basic elements	informs	of Classical life	Classical	ideas and expressing their	appropriate
			of music used	performance.	and their effects	keyboard pieces.	own clearly.	academic and
		1.2-History of the	throughout the		on composers'			technical
		Arts and Culture: All	Classical	Performers	music.	Written analysis	SL.7.2. Analyze the main	skills.
		students will	period?	make		of the movie	ideas and supporting	
		understand the role,		interpretive	Identify what	"Amadeus.	details presented in	CRP4.
		development, and	How does art	decisions based	elements help		diverse media and formats	Communicate
		influence of the arts	and	on their	create and define	Summative	(e.g., visually,	clearly and
		throughout history	architecture	understanding of	the style of the	assessment of	quantitatively, orally) and	effectively and
		and across cultures.	reflect the	context and	pieces (short	the performance	explain how the ideas	with reason.
		1000	style of	expressive	phrases, themes	of Mozart's	clarify a topic, text, or	CDDC
		1.3-Performance: All	Classical	intent.	with harmonic	"Eine Kleine	issue under study.	CRP6.
		students will	music?	TD 41 '	accompaniment,	Nacht Musik."	GI 725 I	Demonstrate
		synthesize those	II 1. 41	To express their	sonata form)	C-161	SL. 7.3 Delineate a	creativity and
		skills, media,	How do the	musical ideas,	T.1 (16 (1	Self-evaluation	speaker's argument and	innovation.
		methods, and	elements of	musicians	Identify the elements of	of in-class	specific claims, evaluating the soundness of the	CRP8. Utilize
		technologies	music enhance the storytelling	analyze, evaluate, and	music: melody,	performances.	reasoning and relevance	critical
		appropriate to creating, performing,	in Mozart's	refine their	rhythm, harmony,	Formative	and sufficiency of the	thinking to
		and/or presenting	operas?	performance	texture and form	assessment	evidence.	make sense of
		works of art in dance,	operas:	over time	pertaining to the	focused on the	evidence.	problems and
		music, theatre, and	How does the	through	Classical era.	Classical period.	SL.7.4. Present claims and	persevere in
		visual art.	patronage	openness to new	Ciassicai Cia.	Ciassical period.	findings, emphasizing	solving them.
		visual art.	system define	ideas,	Analyze texture		salient points in a focused,	sorving them.
		1.4-Aesthetic	Mozart's	persistence, and	of music from the		coherent manner with	CRP11. Use
		Responses & Critique	success?	the application	Classical period.		pertinent descriptions,	technology to
		Methodologies: All	Baccoss:	of appropriate	Clubbical period.		facts, details, and	enhance
		students will	How are the	criteria.	Compare art and		examples; use appropriate	productivity.

demonstrate and apply	pieces		architecture	eye contact, adequate
an understanding of	performed	Musicians judge	through visual	volume, and clear
arts philosophies,	similar or	performance	and aural	pronunciation.
judgment, and	different?	based on criteria	examples with	pronunciation.
analysis to works of	different:	that vary across	the characteristics	SL.7.5. Include
art in dance, music,	What impact	•	that are reflected	multimedia components
		time, place, and cultures. The	in Classical	•
theatre, and visual art.	has technology			and visual displays in
1 1 0 D 1 Anolyma	had on the	context and how	music	presentations to clarify
1.1.8.B.1 - Analyze	development	a work is	Understand chord	claims and findings and
the application of the	of music?	presented		emphasize salient points.
elements of music in	TT 1	influence	structure,	CV 7 C A 1
diverse Western and	How does	audience	dynamics, tempo	SL.7.6. Adapt speech to a
non-Western musical	society's view	response.	markings, form,	variety of contexts and
works from different	of a composer		and harmony and	tasks, demonstrating
historical eras using	change the	Understanding	compare them in	command of formal
active listening and by	way the	connections to	Classical	English when indicated or
reading and	composer	varied contexts	listening	appropriate.
interpreting written	writes music?	and daily life	examples.	
scores.		enhances		W. 7.1 Write arguments to
	How does	musicians'	Identify and	support claims with clear
1.1.8.B.2 - Compare	understanding	creating,	define	reasons and relevant
and contrast the use of	the structure	performing, and	characteristics	evidence.
structural forms and	and context of	responding.	included in	
the manipulation of	musical works		keyboard	W.7.2. Write
the elements of music	inform	Response to	assignments.	informative/explanatory
in diverse styles and	performance?	music is		texts to examine a topic
genres of musical		informed by	Identify the	and convey ideas,
compositions.	How do	analyzing	impact of new	concepts, and information
	performers	context (social,	music on an	through the selection,
1.2.8.A.1 - Map	interpret	cultural, and	audience and how	organization, and analysis
historical innovations	musical	historical) and	audience	of relevant content.
in dance, music,	works?	how creators	perception	
theatre, and visual art		and performers	changes over	W.7.3. Write narratives to
that were caused by	How do	manipulate the	time.	develop real or imagined
the creation of new	musicians	elements of		experiences or events
technologies.	improve the	music.	Read	using effective technique,
	quality of their		historical/biograp	relevant descriptive
1.2.8.A.2 -	performance?	The personal	hical accounts of	details, and well-
Differentiate past and	•	evaluation of	classical musical	structured event
contemporary works	When is a	musical work(s)	composers such	sequences.
of dance, music,	performance	and	as Mozart.	_

theatre, and visual art	judged ready	performance(s)		W.7.4. Produce clear and
that represent	to present?	is informed by	Perform Classical	coherent writing in which
important ideas,	to prosent.	analysis,	music with varied	the development,
issues, and events that	How do the	interpretation,	time and key	organization, and style are
are chronicled in the	other arts,	and established	signatures on	appropriate to task,
histories of diverse	other arts,	criteria.	keyboards.	purpose, and audience.
cultures.	disciplines,	orresta.	ney courus.	purpose, and addrence.
Culturos.	contexts, and	Music helps to	Identify various	W.7.5. With some
1.2.8.A.3 - Analyze	daily life	define cultural	scientific	guidance and support from
the social, historical,	inform	identity.	developments	peers and adults, develop
and political impact of	creating,	identity.	during the	and strengthen writing as
artists on culture and	performing,	Developing	Classical era, i.e.	needed by planning,
the impact of culture	and	musicianship	invention of	revising, editing,
on the arts.	responding to	skills requires	musical	rewriting, or trying a new
on the arts.	music?	ongoing self-	instruments and	approach, focusing on
1.3.8.B.1 - Perform	masic.	reflection and	analyze their	how well purpose and
instrumental or vocal		critique.	impact on music.	audience have been
compositions using		critique.	impact on music.	addressed.
complex standard and		Music has	Examine the	addiessed.
non-standard Western,		structure.	social and	W.7.6. Use technology,
non-Western, and		structure.	philosophical	including the Internet, to
avant-garde notation.		Music can be	ideas of the	produce and publish
avant garde notation.		performed at	Classical period	writing and link to and
1.3.8.B.2 - Perform		any time using	utilizing readings	cite sources as well as to
independently and in		various methods	and listening	interact and collaborate
groups with		to create sound.	examples and	with others, including
expressive qualities		to create sound.	explain the cause	linking to and citing
appropriately aligned		Historical	and effect it has	sources.
with the stylistic		periods can be	on music.	Sources.
characteristics of the		defined by		W.7.7. Conduct short
genre.		musical style	Perform on the	research projects to
geme.		and genre.	electronic	answer a question,
1.3.8.B.3 - Apply		8	keyboard	drawing on several
theoretical		The elements of	Mozart's "Eine	sources and generating
understanding of		music are	Kleine	additional related, focused
expressive and		combined in	Nachtmusik."	questions for further
dynamic music		unlimited and		research and investigation.
terminology to the		various ways to		10000000 and m. congutton.
performance of		create meaning		W.7.8. Gather relevant
written scores in the		and emotion.		information from multiple
grand staff.		and children.		print and digital sources,
granu starr.				print and digital sources,

	Ecc .:	1.
	Effective	using search terms
1.4.8.A.1 - Generate	writers, listeners	effectively; assess the
observational and	and performers	credibility and accuracy of
emotional responses	of music use	each source; and quote or
to diverse culturally	knowledge of	paraphrase the data and
and historically	musical	conclusions of others
specific works of	language to	while avoiding plagiarism
dance, music, theatre,	develop	and following a standard
and visual art	informed	format for citation.
	judgments	
1.4.8.A.2 - Identify	(aesthetics)	W.7.9. Draw evidence
works of dance,		from literary or
music, theatre, and	Technology	informational texts to
visual art that are used	impacts the	support analysis,
for utilitarian and non-	creation and	reflection, and research.
utilitarian purposes.	performance of	
unitalitan purposes.	music.	WHST.6-8.4. Produce
1.4.8.A.3 -	1146131	clear and coherent writing
Distinguish among	Keyboard	in which the development,
artistic styles, trends,	performance is	organization, and style are
and movements in	mental and	appropriate to task,
dance, music, theatre,	physical as well	purpose, and audience.
and visual art within	as aesthetic and	purpose, and addience.
diverse cultures and	creative.	Mathematics Integration:
historical eras.	creative.	7.NS.1. Apply and extend
ilistorical cras.		previous understandings
1 4 9 A 4 Compara		of addition and subtraction
1.4.8.A.4 - Compare and contrast changes		to add and subtract
in the accepted		rational numbers;
meanings of known		represent addition and
artworks over time,		subtraction on a horizontal
given shifts in societal		or vertical number line
norms, beliefs, or		diagram.
values.		
		Heath & Phys. Ed
1.4.8.A.5 - Interpret		Integration:
symbolism and		2.1.8.A.3 - Relate
metaphors embedded		advances in technology to
in works of dance,		maintaining and
music, theatre, and		improving personal health.
visual art.		

	1		
		2.1.8.B.1 - Analyze how	
1.4.8.A.6 -		culture, health status, age,	
Differentiate between		and eating environment	
"traditional" works of		influence personal eating	
art and those that do		patterns and recommend	
not use conventional		ways to provide	
elements of style to		nutritional balance.	
express new ideas.			
express new racas.		2.1.8.C.1 - Evaluate	
1.4.8.A.7 - Analyze		emerging methods to	
the form, function,		diagnose and treat	
craftsmanship, and		diseases and health	
originality of		conditions that are	
representative works		common in young adults	
of dance, music,		in the United States and	
theatre, and visual art.		other countries, including	
		hepatitis, sexually	
1.4.8.B.1 - Evaluate		transmitted infections,	
the effectiveness of a		HIV/AIDS, breast cancer,	
work of art by		HPV, and testicular	
differentiating		cancer.	
between the artist's			
technical proficiency		2.5.8.A.1 - Explain and	
and the work's		demonstrate the transition	
content or form.		of movement skills from	
content of form.		isolated settings (i.e., skill	
1.4.8.B.2 -		practice) into applied	
Differentiate among			
basic formal		settings (i.e., games,	
		sports, dance, and	
structures and		recreational activities).	
technical proficiency			
of artists in works of		2.5.8.A.2 - Apply the	
dance, music, theatre,		concepts of force and	
and visual art.		motion (weight transfer,	
		power, speed, agility,	
		range of motion) to impact	
		performance.	
		_	
		World Language	
		Integration:	
		7.1.NM.A.1 - Recognize	
		/.1.1 MILLIANT RECOGNIZE	

	familiar spoken or written
	words and phrases
	contained in culturally
	authentic materials using
	electronic information
	sources related to targeted
	themes.
	Technology Integration:
	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.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Romantic	10 days	1.1-The Creative	How does	Analyzing	Read and listen to	Participation in	Literacy Integration:	CRP1. Act as
Period		Process: All students	understanding	creators' context	various pieces	class discussion	SL.7.1. Engage	a responsible
		will demonstrate an	the structure	and how they	from the Romantic	of Romantic	effectively in a range of	and
		understanding of the	and context of	manipulate	era and compare	history and	collaborative discussions	contributing
		elements and	musical works	elements of	them.	culture.	(one-on-one, in groups,	citizen and
		principles that govern	inform	music provides			and teacher-led) with	employee.
		the creation of works	performance?	insight into their	Identify the	Accuracy of	diverse partners on grade	CRP2. Apply
		of art in dance,		intent and	historical aspects	analysis of	7 topics, texts, and issues,	appropriate
		music, theatre, and	How do	informs	of Romantic life	Romantic	building on others' ideas	academic and
		visual art.	performers	performance.	and their effects on	keyboard	and expressing their own	technical
			interpret		composers' music,	pieces.	clearly.	skills.
		1.2-History of the	musical works?	Performers make	i.e. Nationalism.			CRP4.
		Arts and Culture: All		interpretive		Written	SL.7.2. Analyze the main	Communicate
		students will	How do	decisions based	Identify what	analysis of the	ideas and supporting	clearly and
		understand the role,	musicians	on their	elements help	movie	details presented in	effectively
		development, and	improve the	understanding of	create and define	"Beethoven	diverse media and	and with
		influence of the arts	quality of their	context and	the style of the	Lives Upstairs"	formats (e.g., visually,	reason.
		throughout history	performance?	expressive	pieces (longer		quantitatively, orally) and	CRP6.
		and across cultures.		intent.	melodies, new	Summative	explain how the ideas	Demonstrate
			When is a		chords, tone	assessment of	clarify a topic, text, or	creativity and
		1.3-Performance: All	performance	To express their	poems)	the	issue under study.	innovation.
		students will	judged ready to	musical ideas,		performance of		CRP8. Utilize
		synthesize those	present?	musicians	Identify the	one of	SL. 7.3 Delineate a	critical
		skills, media,		analyze,	elements of music:	Beethoven's	speaker's argument and	thinking to
		methods, and	How do the	evaluate, and	melody, rhythm,	pieces:" 9th	specific claims,	make sense
		technologies	other arts, other	refine their	harmony, texture	Symphony",	evaluating the soundness	of problems
		appropriate to	disciplines,	performance	and form	"5th	of the reasoning and the	and persevere
		creating, performing,	contexts, and	over time	pertaining to the	Symphony" or	relevance and sufficiency	in solving
		and/or presenting	daily life	through	Romantic era.	"Fur Elise."	of the evidence.	them.
		works of art in dance,	inform	openness to new				CRP11. Use
		music, theatre, and	creating,	ideas,	Analyze texture of	Self-evaluation	SL.7.4. Present claims	technology to
		visual art.	performing,	persistence, and	music from the	of in-class	and findings,	enhance
			and responding	the application	Romantic period.	performances.	emphasizing salient	productivity.
		1.4-Aesthetic	to music?	of appropriate			points in a focused,	
		Responses & Critique		criteria.	Compare art and	Formative	coherent manner with	

Methodologies: All	How does		architecture	assessment	pertinent descriptions,
students will	music reflect a	Musicians judge	through visual and	focused on the	facts, details, and
demonstrate and	specific culture	performance	aural examples	Romantic	examples; use
apply an	and/or period	based on criteria	with the	period.	appropriate eye contact,
understanding of arts	of history?	that vary across	characteristics that	periou.	adequate volume, and
philosophies,	of firstory?	time, place, and	are reflected in		clear pronunciation.
judgment, and	How are the	cultures. The	Romantic music,		crear pronunctation.
5 0			1		CI 75 Include
analysis to works of	basic elements	context and how	i.e. impressionism.		SL.7.5. Include
art in dance, music,	of music used	a work is	TT:: 4 4 4 - 1 4		multimedia components
theatre, and visual	throughout the	presented	Understand chord		and visual displays in
art.	Romantic	influence	structure,		presentations to clarify
11071 1 1	period?	audience	dynamics, tempo		claims and findings and
1.1.8.B.1 - Analyze		response.	markings, form,		emphasize salient points.
the application of the	How does art		and harmony and		
elements of music in	and	Understanding	compare them in		SL.7.6. Adapt speech to a
diverse Western and	architecture	connections to	Romantic listening		variety of contexts and
non-Western musical	reflect the style	varied contexts	examples.		tasks, demonstrating
works from different	of Romantic	and daily life			command of formal
historical eras using	music?	enhances	Identify and define		English when indicated
active listening and		musicians'	characteristics		or appropriate.
by reading and	Is Beethoven's	creating,	included in		
interpreting written	style of music	performing, and	keyboard		W. 7.1 Write arguments
scores.	Classical or	responding.	assignments.		to support claims with
	Romantic?				clear reasons and relevant
1.1.8.B.2 - Compare		Response to	Identify the impact		evidence.
and contrast the use	How are the	music is	of new music on		
of structural forms	pieces you	informed by	an audience and		W.7.2. Write
and the manipulation	perform similar	analyzing	how audience		informative/explanatory
of the elements of	or different?	context (social,	perception changes		texts to examine a topic
music in diverse		cultural, and	over time.		and convey ideas,
styles and genres of	What impact	historical) and			concepts, and
musical	has technology	how creators and	Read		information through the
compositions.	had on the	performers	historical/biograph		selection, organization,
•	development of	manipulate the	ical accounts of		and analysis of relevant
1.2.8.A.1 - Map	music?	elements of	Beethoven's work.		content.
historical innovations		music.			
in dance, music,	How does		Perform Romantic		W.7.3. Write narratives
theatre, and visual art	society's view	Music helps to	music with varied		to develop real or
that were caused by	of a composer	define cultural	time and key		imagined experiences or
the creation of new	change the way	identity.	signatures on		events using effective
technologies.	the composer		keyboards.		technique, relevant
teemologies.	are composer		Reybourds.		teerinique, rerevant

	writes music?	Developing		descriptive details, and	
1.2.8.A.2 -	writes music.	musicianship	Identify various	well-structured event	
Differentiate past and	How can the	skills requires	scientific	sequences.	
contemporary works	elements of	ongoing self-	developments	sequences.	
of dance, music,	music create	reflection and	during the	W.7.4. Produce clear and	
theatre, and visual art	different visual	critique.	Romantic era and	coherent writing in which	
·		critique.	analyze their	the development,	
that represent	images?	Music has	•	•	
important ideas,	What makes		impact on music, , i.e. invention of	organization, and style	
issues, and events		structure.	musical	are appropriate to task,	
that are chronicled in	Bach, Mozart	M ' 1	****	purpose, and audience.	
the histories of	and Beethoven	Music can be	instruments.	W/7 5 W/d	
diverse cultures.	such genius	performed at any	F : 41 : 1	W.7.5. With some	
1 2 0 4 2 4 1	musicians?	time using	Examine the social	guidance and support	
1.2.8.A.3 - Analyze		various methods	and philosophical	from peers and adults,	
the social, historical,		to create sound.	ideas of the	develop and strengthen	
		**			
_		_			
culture on the arts.		•		• •	
		•			
		genre.			
			music.	have been addressed.	
				W.7.6. Use technology,	
non-standard		combined in	electronic		
Western, non-		unlimited and		produce and publish	
Western, and avant-		various ways to		writing and link to and	
garde notation.		create meaning		cite sources as well as to	
		and emotion.	Symphony", "5th	interact and collaborate	
1.3.8.B.2 - Perform			Symphony" or	with others, including	
independently and in		Effective writers,	"Fur Elise."	linking to and citing	
groups with		listeners and		sources.	
expressive qualities		performers of	Know the various		
appropriately aligned		music use	forms of music i.e.,	W.7.7. Conduct short	
with the stylistic		knowledge of	ABA, or theme	research projects to	
characteristics of the		musical language	and variation	answer a question,	
genre.		to develop	forms.	•	
-		informed			
1.3.8.B.3 - Apply			Know which forms	additional related,	
theoretical		(aesthetics)	go with which	focused questions for	
understanding of		,	genre of music.	further research and	
garde notation. 1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.3 - Apply theoretical		create meaning and emotion. Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments	"Fur Elise." Know the various forms of music i.e., ABA, or theme and variation forms. Know which forms go with which	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. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for	

		TD 1 1	T	
1 1 -	pressive and	Technology		investigation.
	namic music	impacts the	Compare the forms	
	rminology to the	creation and	in Baroque,	W.7.8. Gather relevant
1	rformance of	performance of	Classical and	information from
	ritten scores in the	music.	Romantic listening	multiple print and digital
gra	and staff.		examples.	sources, using search
		Keyboard		terms effectively; assess
1.4	4.8.A.1 - Generate	performance is		the credibility and
obs	servational and	mental and		accuracy of each source;
em	notional responses	physical as well		and quote or paraphrase
	diverse culturally	as aesthetic and		the data and conclusions
	d historically	creative.		of others while avoiding
	ecific works of			plagiarism and following
	nce, music, theatre,	Every individual		a standard format for
	d visual art.	contributes to a		citation.
		quality of an		
1.4	4.8.A.2 - Identify	ensemble		W.7.9. Draw evidence
	orks of dance,	performance.		from literary or
	usic, theatre, and	1		informational texts to
	sual art that are			support analysis,
	ed for utilitarian			reflection, and research.
	d non-utilitarian			
	rposes.			WHST.6-8.4. Produce
Pui	-P			clear and coherent
1 4	4.8.A.3 -			writing in which the
	stinguish among			development,
	tistic styles, trends,			organization, and style
	d movements in			are appropriate to task,
	nce, music, theatre,			purpose, and audience.
	d visual art within			purpose, and addrence.
	verse cultures and			Mathematics
	storical eras.			Integration:
IIIS	noneur crus.			7.NS.1. Apply and extend
	4.8.A.4 - Compare			previous understandings
	d contrast changes			of addition and
				subtraction to add and
	the accepted			subtraction to add and subtract rational
	eanings of known			
	tworks over time,			numbers; represent addition and subtraction
	ven shifts in			
	cietal norms,			on a horizontal or vertical
bel	liefs, or values.			number line diagram.

14045 7			T
1.4.8.A.5 - In	_		Heath & Phys. Ed
symbolism a			Integration:
metaphors en			2.1.8.A.3 - Relate
in works of d			advances in technology
music, theatr	e, and		to maintaining and
visual art.			improving personal
			health.
1.4.8.A.6 -			
Differentiate			2.1.8.B.1 - Analyze how
"traditional"			culture, health status, age,
art and those			and eating environment
not use conve			influence personal eating
elements of s	*		patterns and recommend
express new	ideas.		ways to provide
			nutritional balance.
1.4.8.A.7 - A	·		
the form, fun	ction,		2.1.8.C.1 - Evaluate
craftsmanshi	p, and		emerging methods to
originality of	•		diagnose and treat
representative	e works		diseases and health
of dance, mu	sic,		conditions that are
theatre, and v	risual		common in young adults
art.			in the United States and
			other countries, including
1.4.8.B.1 - E	valuate		hepatitis, sexually
the effectiver	ness of a		transmitted infections,
work of art b	y		HIV/AIDS, breast cancer,
differentiatin	g		HPV, and testicular
between the a			cancer.
technical pro	ficiency		
and the work			2.5.8.A.1 - Explain and
content or for	rm.		demonstrate the transition
			of movement skills from
1.4.8.B.2 -			isolated settings (i.e.,
Differentiate	among		skill practice) into
basic formal			applied settings (i.e.,
structures and	d		games, sports, dance, and
technical pro			recreational activities).
of artists in w			
dance, music			2.5.8.A.2 - Apply the
dunce, music	,		

and visual art. 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.	concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. World Language Integration: 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.
	Technology Integration: 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.

BIBILIOGRAPHY

- "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.thevirtualpiano.com/

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

https://www.musictheory.net/exercises

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

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

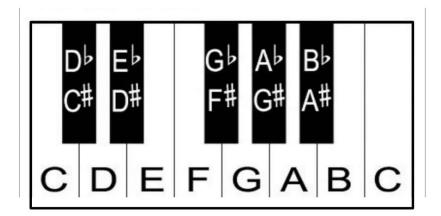
Part 1

J=100

Pachelbel



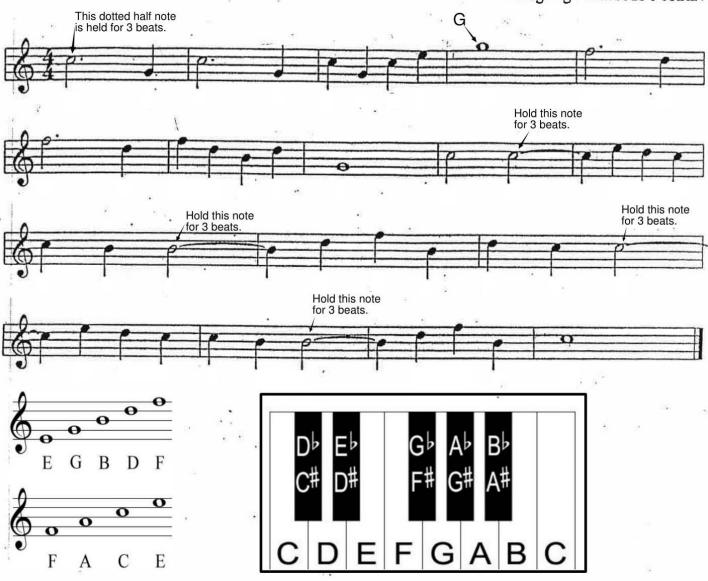




Keyboard Test #4

Eine Kleine Nachtmusik Serenade No. 13

Wolfgang Amadeus Mozart



FÜR ELISE



Fur Elise



Beethoven's 5th



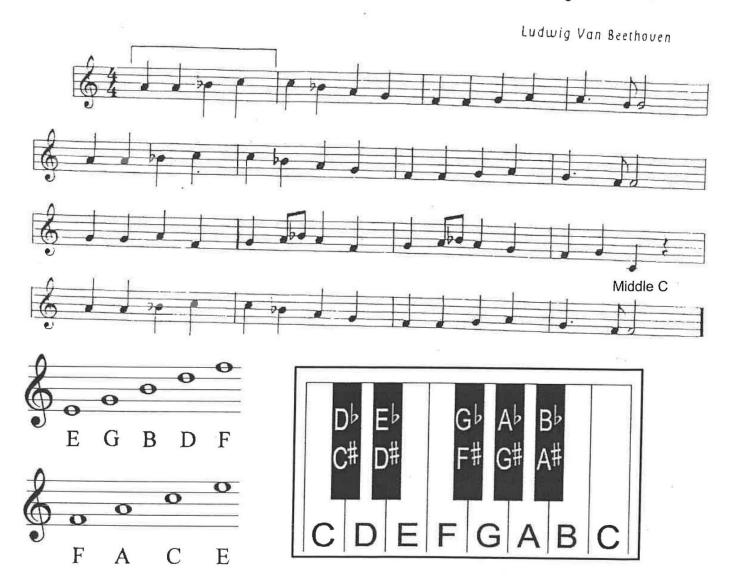
Hallelujah

Chorus

Handel



Ode To Joy from Symphony No. 9



Toccata and Fugue

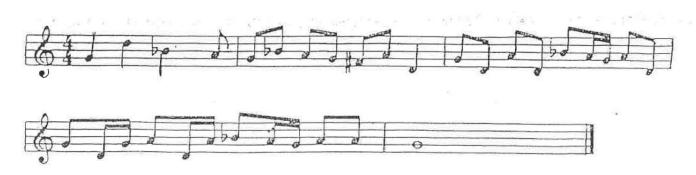
J.S. Bach





Little Fugue in G Minor

J.S Bach



Keyboard Assessment

Teacher Course Student

	Strunk, Maria	7502/13 - GE	N MUSIC		
	4 Value: 16.0	3 Value: 12.0	2 Value: 8.0	1 Value: 4.0	Points
Note Accuracy	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.	
Rhythm	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 somehwat 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.	
Finger Pattern	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.	
Phrasing	Phrasing is always consistent and sensitive to the style of music being played.	Phrasing is usually concsistent 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: