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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Exploring the Arts - Music					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>		<i>Semester:</i>	X	<i>Marking Period:</i>	
Course Description:	This course is the study of the fundamental foundations of the Visual and Performing Arts through multi-sensory learning experiences. Students will have the opportunity to develop knowledge and skills in the Visual and Performing Arts as both participants and observers. The course will provide students with insights into the way artists are inspired enhancing a student's appreciation and aesthetic awareness in visual art, music, dance and theater. One semester of this course will be taught by an art teacher from the visual art perspective and one semester will be taught by a music teacher with a focus on music concepts.					
Grading Procedures:	Summative (60%) <ul style="list-style-type: none">• Unit tests• Individual and/or group projects Supportive (40%) <ul style="list-style-type: none">• Quizzes• Classwork• Homework• Participation					
Primary Resources:	"Music! Its Role and Importance in Our Lives" Textbook					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st Century skills for College and Career Readiness in a global society

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Under the Direction of:	Casey Corigliano

Written: August 2023

Revised: _____

BOE Approval: _____

Course Desired Results

This particular Washington Township Visual & Performing Art Department course is taught in a sequenced-based format. Throughout each unit, assignments and projects will be selected by the instructor. Within each activity and assessment, students will be asked to **Create, Perform, Respond** and **Connect** in accordance with the NJ Student Learning Standards for Arts Education. Therefore, the 11 standards within those four artistic processes are listed below along with the *Unit Goals & Scales* of our district's curriculum template as they are applicable to every unit within this course. Additional information on the NJ Student Learning Standards can be found here: [NJ Arts Standards](#).

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators

Imagine

1.3D.12prof.Cr1a - Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Plan, Make

1.3D.12prof.Cr2a - Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Evaluate, Refine

1.3D.12prof.Cr3a - Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).

1.3D.12prof.Cr3b - Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.

Select, Analyze, Interpret

1.3D.12prof.Pr4a - Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Pr4b - Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Pr4c - Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Rehearse, Evaluate, Refine

1.3D.12prof.Pr5a - Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.

Present

1.3D.12prof.Pr6a - Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating.

Select/Analyze

1.3D.12prof.Re7a - Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.

1.3D.12prof.Re7b - Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.

Interpret

1.3D.12prof.Re8a - Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.

Evaluate

1.3D.12prof.Re9a - Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.

Interconnection

1.3B.12prof.Cn10a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof. Pr4a, 1.3A.12prof.Re7a

1.3B.12prof.Cn11a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof. Pr4a, 1.3A.12prof.Re7a

Understandings:

Students will understand that...

1. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
2. Musicians' creative choices are influenced by their expertise, context and expressive intent.
3. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
4. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
5. 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.
6. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
8. Through their use of elements and structures of music, creators and performers.
9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Questions:

1. How do musicians generate creative ideas?
2. How do musicians make creative decisions?
3. How do musicians improve the quality of their creative work?
4. How do performers select repertoire?
5. How do musicians improve the quality of their performance?
6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
7. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
8. How do we discern the musical creators' and performers' expressive intent?
9. How do we judge the quality of musical work(s) and performance(s)?
10. How do musicians make meaningful connections to creating, performing, and responding?
11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
12. SEL Essential Questions: www.selarts.org

10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	
11. SEL Enduring Understandings: www.selarts.org	

Course Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Anchor Standard 1: Generating and conceptualizing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Create melodic, rhythmic, and harmonic ideas for improvisations, compositions (e.g., theme and variation or 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
3.0	Students will be able to: <ul style="list-style-type: none"> Create melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
2.0	Students will be able to: <ul style="list-style-type: none"> Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
3.0	Students will be able to: <ul style="list-style-type: none"> Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
2.0	Students will be able to: <ul style="list-style-type: none"> Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.

3.0	Students will be able to: <ul style="list-style-type: none"> • Apply teacher or student-provided criteria to critique, improve, and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies. • Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
2.0	Students will be able to: <ul style="list-style-type: none"> • Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies. • Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). • Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). • Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
3.0	Students will be able to: <ul style="list-style-type: none"> • Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context. • Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation. • Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context. • Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation. • Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
3.0	Students will be able to: <ul style="list-style-type: none"> Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
2.0	Students will be able to: <ul style="list-style-type: none"> Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
3.0	Students will be able to: <ul style="list-style-type: none"> Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
2.0	Students will be able to: <ul style="list-style-type: none"> Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.
3.0	Students will be able to: <ul style="list-style-type: none"> Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context. Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.

2.0	Students will be able to: <ul style="list-style-type: none"> Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context. Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.

4.0	Students will be able to: <ul style="list-style-type: none"> Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
2.0	Students will be able to: <ul style="list-style-type: none"> Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.

4.0	Students will be able to: <ul style="list-style-type: none"> Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
3.0	Students will be able to: <ul style="list-style-type: none"> Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
2.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

4.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
2.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Title: Intro to Course/Exploring Musical Preferences

Unit Description: This unit will introduce students to the basic concepts of music. The term “music” will be defined in several different ways. Students will learn how to classify music by genre, and will explore and learn how to expand their own musical preferences. This unit will also introduce students to the grading and behavior expectations for the semester

Unit Duration: Approx. 2 weeks

Understandings:

Students will understand that...

1. Class behavior expectations and grading procedures will be identifiable and defined.
2. Music can be defined and categorized in several different ways.
3. Music is defined as it relates to society and to the individual.
4. One’s musical preferences can be clarified and they can list ways that their musical preferences may be expanded.

Essential Questions:

1. What is Music?
2. How is Music defined as a society and as an individual?
3. How and why music is classified into genres?
4. Why does one prefer certain music?

Assessment Evidence**Performance Tasks:**

- Identify course requirements and expectations
- Understand how to define music as it relates to individuals and society
- Understand how to label a piece of music and why it is labeled as such
- Understand musical preference and its role in society

Other Evidence:

- Teacher observation
- Student reflection, discussion, and self-assessment

Benchmarks:

- Tests, quizzes and/or presentations
- Listening activities

Learning Plan**Learning Activities:**

Daily class activities will focus on the instruction and practice of the following concepts/knowledge:

Course Introduction

- Review and discuss syllabus
- Review and discuss major projects, grading, assessment
- Discuss required materials

How music is defined

- What is a genre?
- How and why music is classified into genres?
- How music is defined as a society?
- How music is defined as an individual?

What are musical preferences?

- What is the definition of “music”?
- One’s musical preferences
- Why one prefers certain music?
- How one can expand musical preferences?

Resources:

- Teacher selected materials
- Online resources
- “Music! Its Role and Importance in Our Lives” Textbook

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners
Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: The Elements of Music	
Unit Description: In this unit, students will discuss the various elements of music. Topics will include duration (beat, rhythm, meter), pitch (melody, harmony), timbre (instrument classifications, vocal classifications), expression (tempo, dynamics), and structure. Aside from exploring the elements of music individually, students be able to will identify these elements in their analysis and critique, and create basic compositions using these elements.	
Unit Duration: Approx. 5 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. They can define and recognize the beat, meter and rhythm of music. 2. They can describe and recognize the tonality of a piece of music. 3. They can describe and recognize terminology relating to pitch. 4. They can analyze the form of a selected piece of music. 5. They can describe the tempo and dynamics of a piece of music, and interpret the mood expressed by these elements. 6. They can outline, classify, and describe various timbres found in music. 	Essential Questions: <ol style="list-style-type: none"> 1. What are the elements that define music? 2. How are these elements manipulated to create a piece of music? 3. How can I manipulate the elements of music to create music of my own?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Define and recognize the beat, meter and Rhythm of music • Describe and recognize the following terminology relating to pitch: Melodic contour and melodic phrases; consonance vs. dissonance; Monophonic, Homophonic and Polyphonic texture • Describe and recognize the tonality of a piece of music • Outline, classify, and describe various timbres found in music • Describe the tempo and dynamics of a piece of music, and interpret the mood expressed by these elements 	Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Student reflection, discussion, and self-assessment
Benchmarks: <ul style="list-style-type: none"> • Tests, quizzes and/or presentations • Listening activities • Individual and/or group research projects 	
Learning Plan	
Learning Activities: <i>Daily class activities will focus on the instruction and practice of the following concepts/knowledge:</i> <u>Beat/Meter/Rhythm</u> <ul style="list-style-type: none"> • What are different Beat/Note types? • Duple/Triple meter • What is Rhythm/Rhythm types? • How to determine meter type aurally 	

Pitch

- Melodic contour and melodic phrases
- Consonance vs. Dissonance
- Monophonic, Homophonic and Polyphonic texture

Tonality

- Major vs. Minor
- How to determine tonality aurally

Form

- Musical forms (including, but not limited to: song form, Rumba, fugue, march form, rondo, sonata, chance)

Tempo/Dynamics

- Metronome markings/tempo terminology (*Largo, Adagio, Andante, Moderato, Allegro, Presto, Vivace*)
- Dynamic terminology and symbols (*pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, Cresc., Dim., Rit., Accel., a tempo*)

Timbre

- The traditional and Hornbostel-Sachs method for classification of instruments (String, Woodwind Brass, Percussion and idiophones, aerophones, chordophones, membranophones, electrophones)
- The vocal classifications (soprano, alto, tenor, bass)
- Types of ensembles (symphonic band, orchestra, jazz ensemble, rock band, choir, etc.)

Resources:

- Teacher selected materials
- Online resources
- "Music! Its Role and Importance in Our Lives" Textbook

Unit Modifications for Special Population Students

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Unit Title: Music as an Art Form

Unit Description: In this unit, students will explore music as an art form. Students will explore the history of Western classical music. Students will also explore the music of other cultures throughout the world. Students will be able to relate music to other forms of art, including visual art, dance, and theatre.

Unit Duration: Approx. 6 weeks

Understandings:

Students will understand that...

1. They can summarize the history and analyze the music of the historical periods of Western classical music.
2. They can describe and analyze the music of various world cultures.
3. They can describe and analyze the music used to accompany dance and drama.

Essential Questions:

1. What is the history of music as an art form in our culture?
2. How does music relate to other art forms, such as dance, theatre, and the visual arts?
3. How is music viewed as art in other cultures?

Assessment Evidence**Performance Tasks:**

- Summarize the history and analyze the music of the historical periods of Western classical music
 - Describe and analyze the music of various world cultures
- Describe and analyze the music used to accompany dance and drama

Other Evidence:

- Teacher observation
- Student reflection, discussion, and self-assessment

Benchmarks:

- Tests, quizzes and/or presentations
- Listening activities
- Individual and/or group research projects

Learning Plan**Learning Activities:**

Daily class activities will focus on the instruction and practice of the following concepts/knowledge:

Historical Periods of Western Classical Music

- Renaissance Period
- Baroque Period
- Classical Period
- Romantic Period
- 20th Century/Modern Period

Music of Various World Cultures

- Music of Africa
- Music of Latin America
- Music of Asia

Music to Accompany Dance and Drama

- Dance music
- Musical Theater
- Opera
- Film music

Resources:

- Teacher selected materials

- Online resources
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Unit Title: Music as a Cultural Element	
Unit Description: In this unit, students will explore music as a cultural element. Students will explore utilitarian music through the music of celebrations and religion. Students will also explore the history of American popular music, starting with blues and jazz, and concluding with rock and hip/hop.	
Unit Duration: Approx. 4 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Music is an important part of culture. 2. Music reflects the cultural time period. 3. Culture influences art of the day. 	Essential Questions: <ol style="list-style-type: none"> 1. How is music part of a nation's culture? 2. How does art reflect culture? 3. How does culture reflect art?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Listen to and analyze music that has a functional purpose • Summarize the history and analyze the music of American popular music 	Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Student reflection, discussion, and self-assessment
Benchmarks: <ul style="list-style-type: none"> • Tests, quizzes and/or presentations • Listening activities • Individual and/or group research projects 	
Learning Plan	
Learning Activities: <u>Music that has functional purpose</u> <ul style="list-style-type: none"> • How to listen for contextual clues in the music to determine a piece of music's purpose. • That music can be used for a variety of occasions and purposes such as celebratory (National Anthems, music for special occasions etc.) and religious (music of Hinduism, Buddhism, Judaism, Christianity, and Islam). <u>American Popular Music</u> <ul style="list-style-type: none"> • Summarize the history and analyze the music of American popular music: (Blues Music, Swing & Dixieland Music, Big Band Jazz, Bebop & Cool Jazz, R&B, Rock, Rap, Country & Western, Salsa). Resources: <ul style="list-style-type: none"> • Teacher selected materials • Online resources • "Music! Its Role and Importance in Our Lives" Textbook 	

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Unit Title: Analyzing & Critiquing Music	
Unit Description: Through daily listening examples, students will learn to analyze music through perceptive listening, and critique music through the process of critique.	
Unit Duration: Ongoing throughout the semester	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> All music can be analyzed and critiqued through a process. 	Essential Questions: <ol style="list-style-type: none"> What elements should we look for in a piece of music? What do I listen for when I am analyzing music? What do I listen for when I am critiquing music?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Analyze music using the Perceptive Listening model. Critique music using the Process of Critique model. 	Other Evidence: <ul style="list-style-type: none"> Teacher observation Student reflection, discussion, and self-assessment
Benchmarks: <ul style="list-style-type: none"> Tests, quizzes and/or presentations Listening activities 	
Learning Plan	
Learning Activities: <u>Analyze music using the Perceptive Listening model</u> <ul style="list-style-type: none"> Determine the means (timbre) Determine the musical expression (rhythm, pitch, tempo, dynamics) Determine the organization (structure/form) Determine the possible origin (where, when, by whom) Characterize the use of the music (purpose, intended audience) <u>Critique music using the Process of Critique model</u> <ul style="list-style-type: none"> Describe the music (title, composer, arranger, genre, ensemble, etc.) Analyze the music (pitch, rhythm, tempo, dynamics) Interpret the music (mood, plot, function, etc) Evaluate the music (personal opinions backed up by fact) Resources: <ul style="list-style-type: none"> Teacher selected materials Online resources "Music! Its Role and Importance in Our Lives" Textbook 	

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Unit Title: Composing Music and Careers	
Unit Description: Students will create, improvise and perform basic compositions related to the music studied in other units. Students will also explore various careers in music.	
Unit Duration: Ongoing throughout the semester	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Music is created through composition and improvisation. 2. Music can provide various career paths. 	Essential Questions: <ol style="list-style-type: none"> 1. How is music created? 2. In what ways does music provide job opportunities? 3. How do I compose music? 4. How do I improvise music?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Compose, improvise, and perform rhythms using standard rhythmic notation. • Compose melodies using standard pitch notation. • Create simple compositions mimicking art music. • Create simple compositions containing a cultural message. • Summarize various careers in music. 	Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Student reflection, discussion, and self- assessment
Benchmarks: <ul style="list-style-type: none"> • Tests, quizzes and/or presentations • Listening activities 	
Learning Plan	
Learning Activities: <p><u>Compose, improvise and perform rhythms using standard rhythmic notation</u></p> <ul style="list-style-type: none"> • Whole notes/rests • Half notes/rests • Quarter notes/rests • 8th notes/rests • 16th notes/rests • Augmentation dots and ties <p><u>Compose melodies using Standard Pitch Notation</u></p> <ul style="list-style-type: none"> • Staff • Treble Clef • Notes of the Staff <p><u>Create simple compositions mimicking art music:</u></p> <ul style="list-style-type: none"> • Renaissance Period • Baroque Period • Classical Period • Romantic Period • Modern Period • Music of Africa • Music of Latin America • Music of Asia <p><u>Create a simple composition containing a cultural message</u></p> <ul style="list-style-type: none"> • Music of celebration • Religious music 	

- Other messages

Summarize various careers in music

- Composers
- Performers
- Educators
- Production
- Technology
- Business
- Healthcare

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