

READINGTON PUBLIC SCHOOL DISTRICT
6-8 Music Curriculum

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Approval Date: January 21, 2020

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I. PURPOSE AND OVERVIEW

The Readington School District fine arts program provides a balanced instructional approach which includes common beliefs: (1) 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 are able to respond by analyzing and interpreting the artistic communication of others, (2) artistically literate citizens to find at least one arts discipline in which they develop sufficient competence in to continue active involvement in creating, performing, and responding to art as an adult, (3) artistically literate citizens to know and understand artwork from varied historically periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They should also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships, between the arts and other knowledge, (4) artistically literate citizens to find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts, and (5) artistically literate citizens to seek artistic experience and support the arts in their local, state, national, and global communities.

Readington Township's curriculum is designed to be responsive to the developmental stages of learners. The curriculum progresses across grades and levels to create a sequential, standards-based approach to arts education. It has been developed for the Readington Township School District based on the National Core Arts Standards and the New Jersey Student Learning Standards.

II. RATIONALE AND PHILOSOPHY

Music is an important part of a cohesive, comprehensive, and developmentally appropriate elementary education for several reasons. First, music has its own unique mode of thinking. The process involved in creating and performing music helps students to develop higher-level thinking skills, which can be applied to all other areas of learning. By developing the musical aptitude of students, we are training them to be creative, independent thinkers. The sequential process of developing musical skills gives the student opportunities for cognitive and aesthetic growth, social interaction, emotional and personal expression, and teaches discriminating judgments. Students learn how to interpret and understand the emotions in the music expressed by composers and how to express themselves through listening to and creating music of their own. This allows the students to more easily interpret the world around them and to more easily express themselves in other areas as well. By providing the students with the tools for music literacy and teaching them how to express themselves through music, we are providing them with access to understanding music as an art form that can give them a lifetime of fulfillment.

Music plays an important role in the education of all students. Music is a unique language for expression. As far back as the ancient Greeks, music has been considered the mirror of the soul. Music expresses spiritual and emotional values that are both personal and universal. Music expands the creative capabilities of each person and contributes greatly to increased learning capacities in diverse subject areas. The study and performance of music integrate and harmonize the mind and body and promote a sense of well-being. Music is the universal language which provides the means to overcome political and geographic barriers.

In highly technical and rapidly changing society, music remains a constant link to the past, provides an understanding of the present, and establishes a path to the future. Music offers limitless possibilities to enhance the quality of life.

III. COMPONENTS OF EFFECTIVE MUSIC PROGRAM

The components of a successful balanced music program in the K-8 school setting include:

- a. **Creating** – Conceiving and developing new artistic ideas and work.
- b. **Performing/Producing/Presenting**-
Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
Presenting (visual arts): Interpreting and sharing artistic work.
Producing (media arts): Realizing and presenting artistic ideas and work.
- c. **Responding**- Understanding and evaluating how the arts convey meaning.
- d. **Connecting**- Relating artistic ideas and work with personal meaning and external content.

In the grades 6 through 8 music curriculum, student learning is focused upon the skills listed below in a developmentally appropriate manner.

- Singing, along and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and musical performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

IV. GOALS

The goals of the curriculum include the National Core Arts Standards (Dance, Media Arts, Music, Theatre and Visual Arts) published by the National Standards for Arts Education and National Coalition for Core Arts Standards (NCCAS), New Jersey Student Learning Standards for Visual and Performing Arts, and New Jersey Learning Standards for 21st Century Life and Careers.

V. ASSESSMENT, EVALUATION, AND GRADING

Cornerstone Performance Assessments, grades 2, 5, and 8

The cornerstone performance assessments:

- Are curriculum embedded (as opposed to externally imposed)
- Recur over the grades, becoming increasingly sophisticated over time
- Establish authentic contexts for performance
- Assess understanding and transfer via genuine performance
- Integrate 21st century skills (e.g., critical thinking, technology use, teamwork) with subject area content
- Evaluate performance with established rubrics
- Engage students in meaningful learning while encouraging the best teaching
- Provide content for a student's portfolio (so that they graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken)

Grade Level 8: Possible Cornerstone Performance Assessments:

- Choose and conduct scale-based warm-ups in solfege.
- Express text through personal experiences.
- Recognize and adjust intonation as needed, producing a secure and expressive tone.
- Analyze composition structures: march, waltz, program music, theme and variation, choral, rondo, eight-bar blues, twelve-bar blues.
- Demonstrate knowledge of musical elements (dynamics, tempo, articulation) through performance.
- Perform nuanced responses to conducted gestures in vocal warm-ups and repertoire.

- Critique and adjust individual and group performances using rubric-based criteria for balance, blend, articulations, intonation, tonal quality, dynamics, and rhythmic accuracy.
- Explore phrasing and articulation through discussion and application.
- Produce a proper tone quality with attention to breath control and articulation of vowels and consonants.
- Hear and adjust intonation as needed.
- Master music theory exercises and games using Web-based programs.
- Notate and compose music using technology.
- Create and maintain an electronic portfolio of their musical products and growth over time.
- Make musical choices that incorporate knowledge of specific styles and genres.
- Identify parallels between a culture's geography, natural resources, climate, and ancestry, and its music.
- Create a musical response to pivotal events in history.
- Utilize Internet and library research techniques to solve musical problems.
- Create and use appropriate assessment tools.
- Demonstrate understanding and show sensitivity to the changing voice.
- Decode standard or abbreviated music symbols and notation (flat, sharp, natural, fermata, crescendo/decrescendo)
- Compose a poem and musical underscoring to express emotional reactions to pivotal events in history.
- Compare and contrast the "musical voice" in two different recordings of a jazz standard.
- Demonstrate an understanding of conducting gestures while leading an ensemble.
- Perform in local community facilities and engage with audience members in follow-up interactions.
- Develop leadership skills by sharing performance, ensemble, and classroom responsibilities.
- Assume various roles in music performances, presentations, and collaborations.

Student participation, effort, and skill levels are continually evaluated and assessed through solo and group performance; individual and group projects; and individual and class dictation and notation. Students are expected to perform, write, hear and derive concepts appropriate to their grade level. Based on this continual evaluation students are given a grade each marking period reflecting these three categories:

Effort: Evaluation is based on the consciousness of the student's singing, performing, and practicing of skills.

Skills: Evaluation is based on the student demonstrating knowledge and mastery of concepts appropriate to their grade level through singing, playing instruments, dictation, and notation.

Participation: Evaluation is based on the student's amount and quality of participation in individual and group performances and lessons.

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

VI. GROUPING OF STUDENTS

Grades K-5

Students attend classroom general music classes in grades K-5 in a heterogeneous regular classroom. Instrumental 4th and 5th grade lessons are taught in small group pull-out by like or mixed instruments. Ensemble rehearsals for string instruments and for band include the full orchestra/band during the arts enrichment period once a week. Fourth and fifth grade vocal students participate in a chorus ensemble that also meets during the arts enrichment period once a week. Samba Kids in 5th grade are selected by audition and rehearses after school.

Grades 6-8

Students participate in music instruction through enrollment in Band, Orchestra, Chorus, or General Music. All students are encouraged to participate in at least one of these classes during their middle school years. The Band, Chorus, and Orchestra classes are scheduled every other day. The instrumental music teachers team teach each ensemble rehearsal. Advanced ensemble opportunities are available to all students after school based on an audition.

VII. PACING GUIDES

6th - 8th Grade General Music

	September/February	October/March	November/April	December/May	January/June
Sixth Grade	Note/Rhythmic compositions Famous composers	Tone chimes/ Bucket drumming	Instruments of the Band and Orchestra	Nationalist/ Patriotic Music	Disney Music Unit
Seventh Grade	History of Jazz/Blues	Complete Jazz/ Blues unit. Begin History of Musical Theatre	Roles of Musical Theatre (view full length musical production)	Original Musical Theatre production design	Pop Music/Video Game Music
Eighth Grade	History of Film Music	-Functions of Film Music -Scoring for films -Film Music Composers	Movie Trailer projects/ presentations	-Music Industry careers -Guitar (if time)	-Song form -Original song form compositions

6th Grade-8th Grade Band

	September-October	November-December	January-February	March-April	May-June	Level of repertoire
Sixth Grade	-All reed players will be playing on Rico Royal reeds. -Trumpet players are to be on 3C or 5C mouthpieces. -Alternate fingerings in WW's.	-Continue work with a tuner on more than just the concert Bb or F tuning notes. -Discuss tuning tendencies on certain notes	-First 13 notes in the method book -Discuss tuning tendencies on certain notes	-4/4, 3/4, 2/4 -Chromatic scales on Bb and F -Demonstrate correct articulation techniques including:	-Discuss tuning tendencies on certain notes -Further study on chromatic notes	Grades .5 - 1.5

	-Begin to explore literature with parts 1 and 2 in flute, clarinet, alto saxophone and trumpet -notes	-piano/mezzo piano -mezzo forte/forte -Whole note, Half note, Quarter note, Eighth notes, Dotted quarter notes, dotted half notes, eighth note triplets -Concert Bb, Eb, F scales		-tongued and slurred groups of notes; -legato/staccato -accents -Discuss tuning tendencies on certain notes		
Seventh Grade	-Discuss and demonstrate alternate and trill fingerings in woodwinds. -Concert, F, Bb, Eb, Ab scales	-Begin to have students tune by ear (beatless tuning). -Review note tuning tendencies. -piano/mezzo piano -mezzo forte/forte -crescendo/decr escendo	-2 octaves of notes (where applicable) -Concert C scale -Whole note, Half note, Quarter note, Eighth notes, Dotted quarter notes, dotted half notes, eighth note triplet, 16th notes, eighth/2 16th notes	-Chromatic scales -4/4, 3/4, 2/4, cut time -Begin to introduce vibrato -Legato, slur, note/ rest values, repeat, tempo markings, staccato, coda	-Continue correct articulation techniques including: -tongued and slurred groups of notes, legato/staccato/ accents at an increased tempo	Grades 1.5 - 2.5
Eighth Grade	-Review alternate trill/chromatic fingerings for the woodwinds. -Introduce basic extended techniques (most advanced performers)	-Continue to have students tune notes by ear (beatless tuning) -Review note tuning tendencies -Continue to review vibrato -piano/mezzo piano -mezzo forte/forte	-2+octaves where applicable - Concert Gb scale -Whole note, Half note, Quarter note, Eighth notes, Dotted quarter notes, dotted half notes, eighth note triplet, 16th	Concert C and G scales -Chromatic Scale beginning on Concert Bb and Concert F -4/4, 3/4, 2/4, 5/4, cut time, 6/8	-Concert D scale Continue correct articulation techniques including: -tongued and slurred groups of notes, legato/staccato/ accents at an increased tempo	Grades 2 - 3 Chamber ensembles

		-crescendo/decr escendo -sforzando + -Concert F, Bb, Eb, Ab, Db scales	notes, eighth/2 16th notes, dotted quarter/16th note		-begin double tonguing in flutes and brass	
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6th Grade-8th Grade Orchestra

	September- October	November- December	January- February	March- April	May- June	Level of repertoire
Sixth Grade	-Introduce bow control exercises (weight, dynamics, string crossings) for tone and accuracy improvement -Beginning vibrato practice (wrist and full-arm). - D, G, C major scale and arpeggio exercises - Rhythm reading review - Finger pattern exercises (2-3, 1-2) -4/4, 3/4, 2/4 time signatures	- Finger pattern exercises (2-3, 1-2, 3-4, and open) -Finger pattern drill for intonation practice -Tuning canons - String crossing and slurring exercises - Winter Concert prep	-Spiccato bowing (at balance point) - Read and play F major scale (1-2 and open finger patterns) - Read and play sixteenth notes	-Continue scale work, add F tuning canon -Chromatic fingerings and corresponding accidentals - Hooked bowing exercises, utilizing bow divisions -Spring Concert preparation	- Spring Concert preparation - Mini-tour preparation (3rd grade recruitment) - Vibrato practice (arm and wrist) Instrument care review (in-class cleaning) 7th Grade music sight-reading	Grades .5 - 1.5
Seventh Grade	-Further refinements to bow hold and instrument hold (review) -Continue vibrato practice (wrist and full-arm)	-Add A major scale (2-3 and 3-4 finger patterns) - Read and play eighth note triplets, 16th notes, eighth/2 16th notes	- Major scales and arpeggios D, G, C, A, and F major - Tuning canons in the above keys - introduce C, G, and D major	- Major scales and arpeggios D, G, C, A, F, and Bb major - Tuning canons in the above keys	- Spring Concert and Music Festival prep -Utilizing marked parts for concerts - Sight-reading 8th grade music	Grades 1.5 - 2

	-Pulsing (Slurred or tied notes with tenuto markings) and tremolo - Major scales and arpeggios D, G, C, F major (review) - Tuning canons in the above keys - Tempo markings	-More advanced application of finger pattern drills (tempo changes, rounds, pairing off or small-group work) - Winter Concert prep	- scales in two octaves - 6/8 time signature (Irish Jig) - Begin Showcase, Spring Concert, and Festival prep - Marking parts for bowings, bow divisions, and accidentals	- 6/8 time signature (Irish Jig) - Application of Fiddle Ornamentation - Continue Showcase, Spring Concert, and Music Festival prep		
Eighth Grade	- Review Grade 7 technique, music reading skills, scales and arpeggios (D, G, C, F, A major) -Advanced bow control exercises (weight, speed, dynamics, string crossings) for tone and accuracy improvement	-Add Bb major scale (1-2 and open finger patterns) - Read and play dotted eighth note/single sixteenth note rhythms -More advanced application of finger pattern drills (tempo changes, rounds, pairing off or small-group work) - Winter Concert prep	-Advanced bowing topics (maintaining volume in uneven rhythms, uncommon uses of retakes) - Major scales and arpeggios D, G, C, A, F, and Bb major - Tuning canons in the above keys - Universal scale pattern (violin/ viola/ bass) - C, G, and D major scales in two octaves - 6/8 time signature (Irish Jig) - Begin Showcase, Spring Concert, and Music Festival prep	- Major scales and arpeggios D, G, C, A, F, and Bb major - Tuning canons in the above keys - 6/8 time signature (Irish Jig) - Application of Fiddle Ornamentation - Continue Showcase, Spring Concert, and Music Festival prep	- Spring Concert and Music Festival prep - Small group recording project (student-led)	Grades 1.5 - 2.5 Chamber ensembles

VIII. MUSIC COURSE DESCRIPTION FOR GRADES 6-8

Readington Middle School provides a variety of performing ensembles. In the choral program, the 6th – 8th grade choirs are co-curricular elective courses that meet during the regular school day. Students in 7th and 8th grade can elect to audition for Readington Rhapsody, a select vocal ensemble that performs a higher level of literature than the grade-level choirs. Readington Rhapsody is an extra-curricular course offering. In the instrumental program, both orchestra and band students participate in 6th-8th grade ensembles that are co-curricular elective courses that meet during the regular school day. Students electing to deepen their involvement in the instrumental music program can audition for any or all of our after school ensembles. These include Pops Orchestra, Viking Cruisers (Pep Band), Jazz Ensemble, and Pit Orchestra. General Music is designed to provide a meaningful musical experience for students who choose not to participate in an ensemble. This can also complement/enhance students' ensemble experience should they choose to take this class in addition to band, orchestra, or chorus.

Sixth Grade Music
Desired Results
Established Goals: Anchor Standard 1: Generate and conceptualize artistic ideas and work. MU:Cr1.1.6 a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. Anchor Standard 2: Organize and develop artistic ideas and work. MU:Cr2.1.6 a. a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas. Anchor Standard 3: Refine and complete artistic work. MU:Cr3.1.6 a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. MU:Cr3.2.6 a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. MU:Pr4.1.6 a. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. MU:Pr4.2.6 a. Explain how understanding the structure and the elements of music are used in music selected for performance. b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. c. Identify how cultural and historical context inform performances. MU:Pr4.3.6 a. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. MU:Pr5.1.6

a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.6

- a. Perform the music with technical accuracy to convey the creator's intent.
- b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.6

- a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

MU:Re7.2.6

- a. Describe how the elements of music and expressive qualities relate to the structure of the pieces.
- b. Identify the context of music from a variety of genres, cultures, and historical periods.

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.6

- a. Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.6

- a. Apply teacher-provided criteria to evaluate musical works or performances.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.6

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cn11.1.6

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey Student Learning Standards (Performing Arts, 2014)

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-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 understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

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.

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 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.

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.

Understandings:

- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians’ presentation of creative work is the culmination of a process of creation and communication.
- 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.
- Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which a musical work is presented influence audience response?
- How do individuals choose music to experience?
- How do we discern the musical creators’ and performers’ expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' judge performance based on criteria that vary across time, place, and cultures. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhance musicians' creating, performing, and responding.	
<i>Students will know/learn...</i> • Relationships between music, the other arts, and disciplines outside the arts. • Music's relation to history and culture. • Melodies in both the treble and bass clefs. • Standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. • Sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures. • Simple music forms when presented aurally (ABA, verse-refrain, rondo, theme, and variations). • Symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing. • Ways in which the principles and content of other disciplines are interrelated with music. • Various uses of music in their daily experiences and describe characteristics that make certain music suitable for each. • Similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line). • Roles of musicians in various musical settings and cultures. • Patriotic/folk songs important to American culture and heritage from memory. <i>Students will be able to...</i> • Improvise melodies, variations, and melodic accompaniments. • Compose and arrange music within specified guidelines. • Sing, alone and with others, a varied repertoire of music.	

- Perform on instruments, alone and with others, a varied repertoire of music
- Read and notate music.
- Listen to, move to, analyze, and describe music.
- Evaluate music and music performances.
- Improvise simple harmonic accompaniments.
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and tonality.
- Compose short pieces within specified guidelines demonstrating knowledge of the elements of music.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
- Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
- Perform music representing genres and cultures, with expression appropriate for the work being performed.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8, 3/8 and alla breve meter signatures.
- Read at sight simple melodies in both the treble and bass clefs.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Describe specific music events in a given and aural example, using appropriate terminology.
- Analyze the uses of elements in music in aural examples representing diverse genres and cultures.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.

- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Examine and compare the functions music serves, roles of musicians, and conditions under which music is typically performed in a variety of cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Students who participate in an instrumental ensemble (i.e., 6th Grade Orchestra or Concert Band) will:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Listen to and describe professional performances of pieces within the band and orchestra idioms.
- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).

Level 3:

- Demonstrate growth in all areas of levels one and two.
- Identify and interpret basic terminology.
- Identify and use 3/8 and 6/8 rhythms.
- Demonstrate basic shifting technique.
- Perform specified major scales and appropriate chromatic scales (See 6th grade objectives).
- Prepare and perform assigned etude satisfactorily.

- Explain self-study techniques used to master new and difficult material.

Students who participate in a choral ensemble will:

- Sight-read, accurately and expressively, music with a level of difficulty of 2 – 2.5, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Sing independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction)
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Develop diaphragmatic-costal techniques for the complete cycle of breathing.
- Develop the ability to shape vowel sounds supported by the breath, to position and direct vocal tone.
- Develop a "head voice/falsetto" in addition to a "chest voice" in order to develop a greater range potential.
- Demonstrate how the articulation of words enhances the meaning and mood of music.
- Produce pure and uniform vowel sounds.
- Develop an understanding of "percussive" and "voiced" consonants.
- Develop the ability to listen while singing.
- Demonstrate the ability to blend through uniform tone production.
- Sing in large, small, and solo settings.
- Sing accompanied and *a cappella*.
- Match pitch with their individual section and ensemble.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of choral sound sources, including traditional and non-traditional sound sources.
- Create and arrange short choral pieces within specified or self-directed guidelines.
- Read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables and letters to read simple pitch notation in the bass, alto or treble clef in major and minor keys.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Use simple music forms in composition of simple melodies (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by answering questions about and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music voices, and music performances.
- Identify the sounds of a variety of vocal ranges including, soprano, alto, tenor and bass.
- Listen to and describe professional performances of pieces within choral music idioms.

- Devise criteria for evaluating performances and compositions of themselves and/or fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style, aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various world cultures.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Learning Plan

Learning Activities:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Exploring music's relationship with history, culture and other disciplines

Interdisciplinary Connections

Technology: NJSLS 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability. Activity: Use of Garage Band and other music apps to create compositions for class presentation. Use of Online Voice Recorder to record performance assessments.

Social Studies: NJSLS 6.1: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Activity: Discussion of how historical events and time periods connect to composers and musical genres.

ELA: NJSLS .6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). Activity: Classroom presentations on musical eras, composers, etc.

21st Century Skills

Career Ready Practice:

- **CRP11. Use technology to enhance productivity.** Activity: iPads are used when students create their original compositions, rather than writing it free-hand on staff paper.

9.2 Career Awareness, Exploration, and Preparation

- **9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.** Activity: Creating a composer Facebook page. Many companies utilize social media to advertise themselves or their products.

Students use this medium to think of how, if those composers were alive today, they would advertise themselves and their music. ● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. Activity: Through a mock audition process, students prepare and perform in an audition like setting for part of their assessment grade each marking period.	
Assessment Evidence	
Formative: ● oral responses to questions ● (teacher) observing for student understanding ● rubrics Summative: ● quizzes, tests and written work products ● projects ● audio and visual recordings ● caring for and responsible use of instruments and materials	Benchmark: Performance assessment on music reading during September, December, and May Band sight-reading rubric Alternative: Create pamphlets or a living history presentation
Resources	
Core Materials: Alfred Music Theory Standard of Excellence Books 1,2,3 Habits of a Successful Musician - Strings and Band Supporting Materials: Staff created materials (Powerpoints, handouts, audio/video clips) Subject-specific leveled texts are available in school bookrooms and classroom libraries Technology: Garage Band, Flat, Finale	
Seventh Grade Music	
Desired Results	
Established Goals: Anchor Standard 1: Generate and conceptualize artistic ideas and work. MU: Cr1.1.7 a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent. Anchor Standard 2: Organize and develop artistic ideas and work. MU:Cr2.1.7 a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent. b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. Anchor Standard 3: Refine and complete artistic work.	

MU:Cr3.1.7

- a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

MU:Cr3.2.7

- a. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**MU:Pr4.1.7**

- a. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7

- a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- c. Identify how cultural and historical context inform performances and result in different music interpretations.

MU:Pr4.3.7

- a. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**MU:Pr5.1.7**

- a. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform

Anchor Standard 6: Convey meaning through the presentation of artistic work.**MU:Pr6.1.7**

- a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

Anchor Standard 7: Perceive and analyze artistic work.**MU:Re7.1.7**

- a. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

MU:Re7.2.7

- a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Anchor Standard 8: Interpret intent and meaning in artistic work.**MU:Re8.1.7**

- a. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.**MU:Re9.1.7**

- a. Select from teacher-provided criteria to evaluate musical works or performances.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**MU:Cn10.1.7**

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cn11.1.7

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey Student Learning Standards (Performing Arts, 2014)

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-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 understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

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.

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 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.

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.

Understandings: • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication. • 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. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • 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. • Musicians' judge performance based on criteria that vary across time, place, and cultures. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and	Essential Questions: • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which a musical work is presented influence audience response? • How do individuals choose music to experience? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
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knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhance musicians' creating, performing, and responding.	
<i>Students will know/learn...</i> • Relationships between music, the other arts, and disciplines outside the arts. • Music's relation to history and culture. • Melodies in both the treble and bass clefs. • Standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. • Sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures. • Simple music forms when presented aurally (ABA, verse-refrain, rondo, theme, and variations). • Similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line). • Ways in which the principles and content of other disciplines are interrelated with music. • Various uses of music in their daily experiences and describe characteristics that make certain music suitable for each. • Roles of musicians in various musical settings and cultures. • Patriotic/folk songs important to American culture and heritage from memory. <i>Students will be able to...</i> • Improvise melodies, variations, and melodic accompaniments. • Compose and arrange music within specified guidelines. • Sing, alone and with others, a varied repertoire of music. • Perform on instruments, alone and with others, a varied repertoire of music • Read and notate music. • Listen to, move to, analyze, and describe music. • Evaluate music and music performances. • Improvise simple harmonic accompaniments. • Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys • Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and tonality. • Compose short pieces within specified guidelines demonstrating knowledge of the elements of music. • Arrange simple pieces for voices or instruments other than those for which the pieces were written. • Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. • Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control. • Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6. • Perform music representing genres and cultures, with expression appropriate for the work being performed. • Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. • Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8, 3/8 and alla breve meter signatures. • Read at sight simple melodies in both the treble and bass clefs. • Use standard notation to record their musical ideas and the musical ideas of others. • Describe specific music events in a given and aural example, using appropriate terminology. • Analyze the uses of elements in music in aural examples representing diverse genres and cultures.	

- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Examine and compare the functions music serves, roles of musicians, and conditions under which music is typically performed in a variety of cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Students who participate in an instrumental ensemble (i.e., 7th Grade Orchestra Symphonic Band) will:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3.5 - 4 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Sing and play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Sing and play from memory a varied repertoire of music representing diverse genres and cultures.
- Sing and play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts
- Sing and play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.)

Level 4

- Demonstrate growth in all areas of levels one, two, and three.
- Identify and interpret more advanced terminology.
- Easily identify and use 3/8 and 6/8 rhythms.
- Demonstrate basic shifting technique.
- Perform specified minor scales and appropriate chromatic scales.
- Prepare and perform assigned etude satisfactorily.
- Utilize more complete self-study techniques used to master new and difficult material.

Students who participate in a performance chorus class or club will:

- Sight-read, accurately and expressively, music with a level of difficulty of 3 – 3.5, on a scale of 1 to 6.
- Sing independently, and in a group, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and breath control throughout the appropriate vocal range, alone and in small/large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire)
- Develop diaphragmatic-costal techniques for the complete cycle of breathing.
- Develop the ability to shape vowel sounds supported by the breath, to position and direct vocal tone.
- Develop a "head voice/falsetto" in addition to a "chest voice" in order to develop a greater range potential.
- Demonstrate how the articulation of words enhances the meaning and mood of music.
- Produce pure and uniform vowel sounds.
- Develop an understanding of "percussive" and "voiced" consonants.
- Develop the ability to listen while singing.

- Demonstrate the ability to blend through uniform tone production.
- Sing in large, small and solo settings.
- Sing accompanied and *a cappella*.
- Match pitch with their individual section and ensemble.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of choral sound sources, including traditional and non-traditional sound sources.
- Create and arrange short choral pieces within specified or self-directed guidelines.
- Read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables and letters to read simple pitch notation in the bass, alto or treble clef in major and minor keys.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Use simple music forms in composition of simple melodies (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by answering questions about and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music voices, and music performances.
- Identify the sounds of a variety of vocal ranges including, soprano, alto, tenor and bass.
- Listen to and describe professional performances of pieces within choral music idioms.
- Devise criteria for evaluating performances and compositions of themselves and/or fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Learning Plan

Learning Activities:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Exploring music's relationship with history, culture and other disciplines

Interdisciplinary Connections

Technology: NJSLS 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability. Activity: Use of iPads and Chromebooks to complete assignments.

Social Studies: NJSLS 6.1: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Activity: Identify and describe how the History of Musical Theatre and Jazz/Blues is related to current events or events from the past.

ELA: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Activity: Written reflections regarding their musical projects or presentation. Written summaries of articles read and discussed in class.

21st Century Skills

Career Ready Practice:

- **CRP11. Use technology to enhance productivity.** Activity: iPads are used when students create their original compositions, rather than writing it free-hand on staff paper. Google Documents are utilized for note taking and organizing materials for class.
- **CRP12. Work productively in teams while using cultural global competence.** Activity: Jazz Performer interviews: Groups of students research and teach the rest of their class about their specific performer through their presentation.

9.2 Career Awareness, Exploration, and Preparation

- **9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.** Activity: Groups of students research the roles of different production team members of a music. They then present an original musical storyboard to the rest of the class.
- **9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.** Activity: Through a mock audition process, students prepare and perform in an audition like setting for part of their assessment grade each marking period.

Assessment Evidence

Formative:

- quizzes and written work products
- oral responses to questions
- (teacher) observing for student understanding
- caring for and responsible use of instruments and materials
- projects/presentations
- rubrics

Benchmark: Performance assessment on music reading during September, December, and May

[Band sight-reading rubric](#)

Alternative:

- Creating pamphlets or a living history presentation
- Writing a pitch for their original musical presentation

Summative: • student compositions • student demonstrations • audio and visual recordings	
Resources	
Core Materials: Standard of Excellence Books 1,2,3 Habits of a Successful Musician, String and Band Alfred Percussion Method (bucket drumming) Supporting Materials: Staff created materials (Powerpoints, handouts, audio/video clips) Subject-specific leveled texts are available in school bookrooms and classroom libraries Technology: Chromebooks, G-Suite apps	

Eighth Grade Music
Desired Results
Established Goals: Anchor Standard 1: Generate and conceptualize artistic ideas and work. MU: Cr1.1.8 a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. Anchor Standard 2: Organize and develop artistic ideas and work. MU:Cr2.1.8 a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. b. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. Anchor Standard 3: Refine and complete artistic work. MU:Cr3.1.8 a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria. MU:Cr3.2.8 a. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. MU:Pr4.1.8 a. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices. MU:Pr4.2.8 a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different musical effects.

MU:Pr4.3.8

a. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.8

a. Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.8

a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1.8

a. Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

MU:Re7.2.8

a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1.8

a. Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1.8

a. Apply appropriate personally-developed criteria to evaluate musical works or performances.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10.1.8

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cn11.1.8

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey Student Learning Standards (Performing Arts, 2014)

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-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 understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

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.

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 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.

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.

Understandings:

- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians’ presentation of creative work is the culmination of a process of creation and communication.
- 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.

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which a musical work is presented influence audience response?
- How do individuals choose music to experience?

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. - Performers make interpretive decisions based on their understanding of context and expressive intent. - 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. - Musicians' judge performance based on criteria that vary across time, place, and cultures. - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - Understanding connections to varied contexts and daily life enhance musicians' creating, performing, and responding.	- How do we discern the musical creators' and performers' expressive intent? - How do we judge the quality of musical work(s) and performance(s)? - How do musicians make meaningful connections to creating, performing, and responding? - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
<i>Students will know/learn...</i> - Relationships between music, the other arts, and disciplines outside the arts. - Music's relation to history and culture. - Melodies in both the treble and bass clefs. - Standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. - Standard notation to record their musical ideas and the musical ideas of others. - Sounds of a variety of instruments, including orchestra and band instruments, and instruments from various cultures. - Simple music forms when presented aurally (ABA, verse-refrain, rondo, theme, and variations). - Symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing. - Similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line). - Various uses of music in their daily experiences and describe characteristics that make certain music suitable for each. - Roles of musicians in various musical settings and cultures. <i>Students will be able to...</i> - Improvise melodies, variations, and melodic accompaniments. - Compose and arrange music within specified guidelines. - Sing, alone and with others, a varied repertoire of music.	

- Perform on instruments, alone and with others, a varied repertoire of music
- Read and notate music.
- Listen to, move to, analyze, and describe music.
- Evaluate music and music performances.
- Sing or play a melody with simple harmonic accompaniment.
- Read and perform sophisticated rhythmic phrases
- Demonstrate knowledge of musical elements, such as dynamics, tempo, and articulation through performance
- Improvise simple harmonic accompaniments.
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and tonality.
- Compose short pieces within specified guidelines demonstrating knowledge of the elements of music.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
- Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
- Perform music representing genres and cultures, with expression appropriate for the work being performed.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures.
- Read at sight simple melodies in both the treble and bass clefs.
- Describe specific music events in a given and aural example, using appropriate terminology.
- Analyze the uses of elements in music in aural examples representing diverse genres and cultures.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.

- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of sound sources, including traditional and non-traditional sound sources.
- Create and arrange short songs and instrumental pieces within specified or self-directed guidelines.
- Recognize adult vocal timbres of soprano, alto, tenor and bass.
- Respond through purposeful movement to selected prominent music characteristics or to specific musical events while listening to music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Examine and compare the functions music serves, roles of musicians, and conditions under which music is typically performed in a variety of cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.
- Identify and perform from memory patriotic/folk songs important to American culture and heritage.

Students who participate in an instrumental ensemble (i.e. 8th Grade Orchestra or Wind Ensemble) will:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 2 – 3 on a scale of 1 to 6, including some solos performed from memory.
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- Play instruments independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Perform on classroom instruments accurately and independently, alone and in small and large ensembles, with proper posture and technique (posture, hand position, mallet control, sticking patterns, etc.).
- Play from memory a varied repertoire of music representing diverse genres and cultures.
- Play ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Play in groups, blending and matching across parts, and responding to the cues of a conductor.
- Play with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Play with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 3.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire).
- Produce a secure and expressive tone.
- Hear and adjust intonation.
- Tune instruments with accuracy.

- Display a range of emotions playing traditional and non-traditional instruments and singing.
- Compose and perform a piece of music in response to a powerful personal or musical experience.
- Improvise rhythmic and melodic patterns within specific structures

Level 5

- Demonstrate growth in all areas of levels one, two, three, and four.
- Identify and interpret more advanced terminology.
- Easily identify and use 3/8 and 6/8 rhythms.
- Demonstrate basic shifting technique.
- Perform specified minor scales and appropriate chromatic scales.
- Prepare and perform assigned etude satisfactorily.
- Utilize more complete self-study techniques used to master new and difficult material.
- Begin to utilize a full range of an instrument.
- Begin to utilize expressive techniques such as dynamics and articulation.
- Begin to utilize all concert keys.
- Begin to utilize mixed meters and key changes.
- Explore confidence level in order to practice and possibly perform short solo passages.
- Strings begin to use higher positions, vibrato occasionally used.
- Perform repertoire with accurate stylistic interpretation.
- Improvise in various keys using arpeggios within given chord structures.
- Create simple compositions utilizing melody within a specific key.
- Perform a wide repertoire of music with attention to performance practice, breath control, posture, and tone quality.
- Demonstrate an understanding of conducting gestures while leading and performing in an ensemble.
- Make musical choices that incorporate knowledge of vocal styles and genres.

Students who participate in a chorus ensemble class will:

- Sight-read, accurately and expressively, music with a level of difficulty of 3.5 - 4, on a scale of 1 to 6.
- Sing independently, and in a group, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction, etc.).
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, partner songs, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.
- Sing with increasing accuracy and with good breath control throughout the appropriate vocal range, alone and in small and large ensembles.
- Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 4 - 4.5, on a scale of 1 to 6 (1 = beginning repertoire, 6 = highly advanced repertoire).
- Produce a proper tone quality with attention to breathing and vowel/consonant sounds.
- Increase vocal range from B-flat to F2.
- Understand and show sensitivity to the changing voice.
- Perform repertoire in multiple languages using proper diction, inflection, tone quality, articulation, breathing and posture.
- Improvise on a melody.
- Make musical choices that incorporate knowledge of instrumental styles and genres.
- Maintain a musical library, equipment, and portfolio of their own work over time.
- Assume various responsibilities in music performances, presentations, and collaborations.
- Sing independently, on pitch and in rhythm, with appropriate timbre and expressive qualities (tempo, dynamics, phrasing, diction).
- Sing from memory a varied repertoire of music representing diverse genres and cultures.
- Sing ostinatos, duets, trios, rounds, countermelodies and other pieces of music that require the independent and simultaneous performance of contrasting parts.
- Sing in groups, blending and matching across parts, and responding to the cues of a conductor.

- Develop diaphragmatic-costal techniques for the complete cycle of breathing.
- Develop the ability to shape vowel sounds supported by the breath, to position and direct vocal tone.
- Develop a "head voice/falsetto" in addition to a "chest voice" in order to develop a greater range potential.
- Demonstrate how the articulation of words enhances the meaning and mood of music.
- Produce pure and uniform vowel sounds.
- Develop an understanding of "percussive" and "voiced" consonants.
- Develop the ability to listen while singing.
- Demonstrate the ability to blend through uniform tone production.
- Sing in large, small and solo settings.
- Sing accompanied and *a cappella*.
- Match pitch with their individual section and ensemble.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length as given rhythmic and melodic phrases.
- Improvise contrasting rhythmic and melodic ostinato accompaniments.
- Improvise and compose pieces using a variety of choral sound sources, including traditional and non-traditional sound sources.
- Create and arrange short choral pieces within specified or self-directed guidelines.
- Read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use syllables and letters to read simple pitch notation in the bass, alto or treble clef in major and minor keys.
- Identify symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Use simple music forms in composition of simple melodies (ABA, verse-refrain, rondo, theme and variations).
- Demonstrate perceptual skills by answering questions about and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music voices and music performances.
- Identify the sounds of a variety of vocal ranges including, soprano, alto, tenor and bass
- Listen to and describe professional performances of pieces within choral music idioms.
- Devise criteria for evaluating performances and compositions of themselves and/or fellow students.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Identify ways in which the principles and content of other disciplines are interrelated with music.
- Identify by genre or style aural examples of music from various cultures.
- Describe with accurate terminology how elements of music are used in musical examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Identify and describe roles of musicians in various musical settings and cultures.
- Demonstrate audience behavior appropriate for the context and style of music being performed.

Learning Plan

Possible Learning Activities:

- Learn and perform a varied repertoire, such as: "*La Borinquena*" (Astol Artes), "It Don't Mean a Thing" (Mills, Ellington), "*Samba Lele*" (arr. D. Alfonso Jr.), "Lift Every Voice and Sing" (J. Johnson).
- Create rhythmic accompaniments for learned song repertoire using their bodies and playing a variety of classroom instruments

- Dramatize a scene from a musical play such as West Side Story using voice and instruments and drawing attention to the relationship between movement/gesture and music.
- Write a poem and musical underscoring to express their emotional reaction to pivotal events in history.
- Select a type of cadence in the style of a drumline, a response to an African call rhythm, or a Brazilian *batucada* to improvise and perform.
- Learn a traditional Latin clave part (e.g., 2&3, 3&2) and apply it to an African Highlife piece. Explore what is stylistically correct by singing, playing, conducting, and moving to the selection.
- Create a musical narrative using mythology of a specific culture.
- Produce and perform a concert for a lower-grade assembly
- Create listening maps to diagram form, thematic development, orchestration, and dynamics in varied pieces of music.
- Listen to a New Orleans-style jazz funeral march and move to the music. Discuss its expressive qualities, making reference to funeral marches in other cultures.
- Listen to a jazz ensemble piece such as “It Don’t Mean a Thing” (Mills, Ellington) and write a short story or create artwork based upon the feelings and images the music inspires.
- Follow a musical score and notice how music symbols and vocabulary are notated. These include dynamics (pp, crescendo, ff), rhythm (note values, rests, time signatures), pitch (following a melodic line), tempo markings (allegro, adagio).
- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Exploring music’s relationship with history, culture and other disciplines

Interdisciplinary Connections

Technology: NJSLS 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability. Activity: Use of iPads and Chromebooks to complete assignments. The app Garage Band is used for composing original music for the Movie Trailer project and for the Song Form Project. The use of the Google Suite allows students to create powerpoints/scripts for class presentations.

Social Studies: 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. Activity: Relate the history of film music to events students are learning about currently in social studies classes. Investigation of how the music/entertainment industry was able to be presented to a wider audience via new technologies.

ELA: SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Activity: Students will create and present original compositions to complement oral presentations.

21st Century Skills

Career Ready Practice:

- **CRP12. Work productively in teams while using cultural global competence.** Activity: Students work in pairs to create the Movie Trailer project. This mirrors the real world roles of composer/performer and audio engineer in a recording studio.

9.2 Career Awareness, Exploration, and Preparation

- **9.2.8.B.4** Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Students research roles within the music industry. Through classroom discussions and activities, students will learn how these jobs have evolved from the dawn of “talking pictures” to the present.

Assessment Evidence

Formative:

- quizzes, tests and written work products
- oral responses to questions
- (teacher) observing for student understanding
- caring for and responsible use of instruments and material

Summative:

- final project or exam based on the unit being studied
- student compositions
- student demonstrations
- audio and visual recordings

Benchmark: Performance assessment on music reading during September, December, and May.

[Band sight-reading rubric](#)

Alternative: Use of Garage Band loops for the Movie Trailer Project

Resources

Core Materials:

Standard of Excellence Books 1,2,3
Habits of a Successful Musician, Strings and Band

Supporting Materials:

Staff created materials (Powerpoints, handouts, audio/video clips)
Subject-specific leveled texts are available in school bookrooms and classroom libraries

Technology: Chromebooks, G-Suite apps

X. MUSIC LITERATURE GRADING SYSTEM RUBRIC

Levels .5-1: Very Easy

Music literature is at the entry level. This literature is performed by ensembles in grades 4, 5.

- Limited ranges, elementary rhythm and rest patterns
- Beginning concert keys
- Meters with the quarter note as the beat
- No more than 2 trumpet or clarinet parts, 2nd clarinet part stays below the break
- Low woodwind and brass part always doubled (if written)
- Strings in the elementary finger patterns
- Vocal music sung in unison, canons, and rounds

Levels 1-1.5: Easy

Music literature is performed by ensembles in grades 5, 6.

- Sixteenth notes and dotted rhythm patterns commonly used
- Additional easy concert keys utilized
- Meters with eighth note and cut time as the beat
- Clarinet, trumpet, alto sax, flute parts may be divided
- Double reeds, low brass, and woodwind parts doubled
- Strings in the intermediate finger patterns
- Vocal music sung in 2 parts

Levels 2-3: Medium Easy

This literature is performed by ensembles in grades 7, 8.

- Ranges extended- may have short solo passages
- Range of concert keys extended
- Emphasis on technique and musicianship
- Full range of percussion used (drums, mallets, traps)
- Instrumentation may include 3 clarinet and 3 trumpet parts, 2-3 trombone parts, 4 horn parts
- Strings begin study of higher positions and vibrato
- Vocal music sung in two to three parts

Levels 3-4: Medium

Music literature is usually performed by ensembles in grades 9 – 12. It is a level that our students strive to play before graduating from 8th grade to continue their high school musical development.

- May utilize a full range of instrument
- Expressive techniques such as dynamics and articulation
- Any concert key may be used
- Mixed meters and key changes
- Solo passages, independent voices
- Strings use higher positions, vibrato generally used
- Vocal music sung in three and four parts

Levels 4-5: Medium Advanced/Advanced

This level is typically not achieved in the middle school years. The literature is performed by ensembles in grades 9-12 and performed by students auditioning for All-State and for college auditions. It is listed in our curriculum documents to provide planning and guidance for students, parents, and educators.

- Technically demanding
- Challenging musical styles and forms
- Unusual instrumentation and voicings
- May included extensive solo work
- Strings use advanced bow techniques
- Vocal music in five parts
- Vocal music sung *a cappella*; use of other languages