Paulsboro Schools

Curriculum

Music Theory

(semester course)

Grade 9-12

2011-2012

*** For adoption by all regular education programs**
Board Approved: 11-2012
as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

PAULSBORO SCHOOL DISTRICT

Superintendent
Dr. Frank Scambia
BOARD OF EDUCATION

Curriculum writing team members:
Wendy Stocker

***Greenwich Township Board of Education Representative**

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy: Paulsboro Schools are committed to providing all students with the opportunity to foster personal, intellectual, and social growth by fostering creativity through musical performance beyond the limits of language.

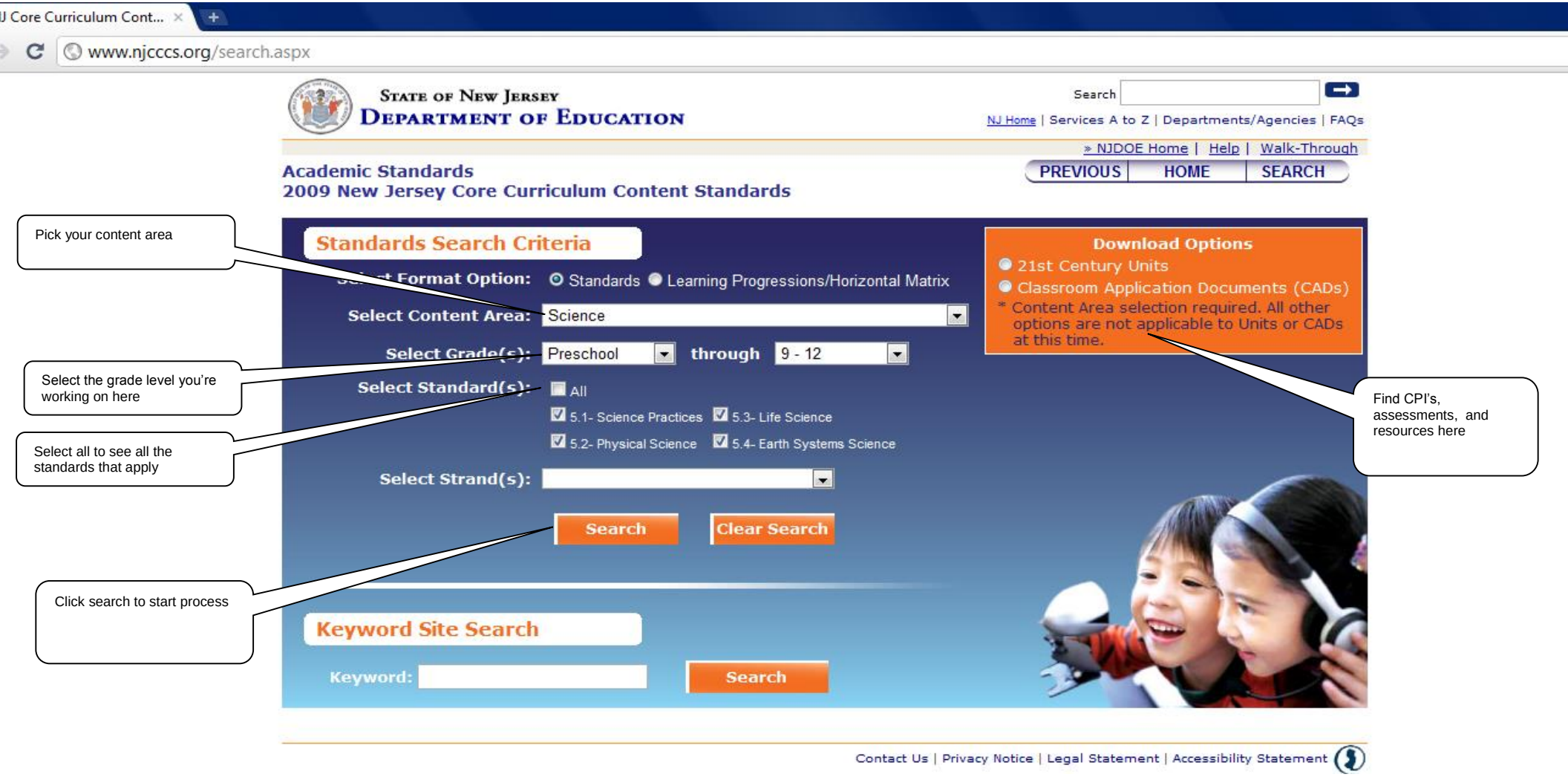
Educational Goals (taken from NJCCCS)

1. **Define and solve artistic problems with insight, reason, and technical proficiency.**
2. **Develop and present basic analysis of works of art from structural point of view.**
3. **Call upon their informed acquaintances with exemplary works of music from a variety of styles and forms.**
4. **Perform independently and in groups with expressive qualities appropriately aligned with stylistic characteristics of the genre.**
5. **Create original music through improvisation or notation using the chromatic, major, or minor scales.**

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:
http://www.njcccs.org/search.aspx
clicking on this link will take you here:



This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

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http://www.njcccs.org/search.aspx
The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with…. The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above
We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area	**Science**
Standard	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
Strand	**A. Understand Scientific Explanations :** Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.

Enduring understanding

Essential Question

Educational goal

end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

Conceptual understanding

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Music Theory
Scope and Sequence Map

Quarter 1	
Big Idea: **Properties of sound**	**Big Idea:** **The notation of pitch**
Big Idea: **Introduction to the Keyboard**	**Big Idea:** **The notation of rhythm**
Quarter 2	
Big Idea: **Major scales**	**Big Idea:** **Intervals: Unison, Octave, M3, m3**
Big Idea: **Triads, P5**	**Big Idea:** **Circle of 5ths**

Science
Scope and Sequence Map Page 2

Quarter 3	
Big Idea: **(Enter major concept here)**	**Big Idea:** **(Enter major concept here)**
Big Idea: **(Enter major concept here)**	**Big Idea:** **(Enter major concept here)**
Quarter 4	
Big Idea: **(Enter major concept here)**	**Big Idea:** **(Enter major concept here)**
Big Idea: **(Enter major concept here)**	**Big Idea:** **(Enter major concept here)**

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at: http://www.nj.gov/education/aps/cccs/

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

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Curriculum Management System – Big Idea 1

<table>
<tr><td>Subject/ Grade level Music theory/9-12</td><td colspan="2">Suggested days of instruction 7</td></tr>
<tr><td rowspan="5">Quarter 1
Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:
a. Define pitch, duration, Intensity, and timbre
b. Demonstrate changes pitch, duration, intensity, and timbre
c. Notate pitch, duration, intensity, and timbre
d. Aurally identify changes in pitch, intensity, and timbre</td><td colspan="2">Big Idea 1 (from scope and sequence map)
Properties of sound</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Properties of individual sound</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
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 music..</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Students will be able to define the 4 properties of sound and demonstrate how they can be notated and produced.</td></tr>
<tr><td>Essential Questions:
What are the 4 properties of sound?

Enduring Understanding:
Sound has 4 properties: pitch, duration Intensity, and timbre
Conceptual Understanding:
Every isolated musical sound has 4 properties that give it its particular character.</td><td>Learning Activities:
Notation assignments, Ear training, Performance activities

Assessment Models:
Daily participation grade
Written/performance assignments
Chapter tests</td></tr>
</table>

		Additional resources: Piano lab activities

Curriculum Management System - Big Idea 2

<table>
<tr><td>Subject/ Grade level Music Theory/9-12</td><td colspan="2">Suggested days of instruction 7</td></tr>
<tr><td rowspan="5">Quarter 1-4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:
a. Define the lines and spaces for treble, bass, and c clef
b. Notate pitches using the system for specific pitches
c. Aurally identify pitch as bass or treble clef range in relation to middle c</td><td colspan="2">Big Idea 2 (from scope and sequence map)
Notation of pitch</td></tr>
<tr><td colspan="2">Topic: (name of unit)
The notation of musical sounds: pitch</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.3 Analyze how the elements of music are manipulated in original or prepared musical scores.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Develop and present basic analysis of works of art from structural perspectives.</td></tr>
<tr><td>Essential Questions:
How is pitch defined in bass, treble, and c clef on the staff?
Enduring Understanding:
Staff lines and space pitches are determined by the clef that begins each staff.
Conceptual Understanding:
Pitch is defined by a note's location on the staff which is affected by the clef at the beginning of the staff.</td><td>Learning Activities:
Written assignments, chap. 2
Ear training, chap. 2
Class performance activities
Assessment Models:
Daily performance grade
Weekly individual quizzes
Chapter 2 test</td></tr>
</table>

		Additional resources: Piano lab activities

Curriculum Management System – Big Idea 3

Subject/ Grade level Music Theory/9-12	**Suggested days of instruction 20**
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ **The student will be able to:** a. Define rhythms and meter in context to assigned literature b. Define and demonstrate whole, half, quarter, note/rest values c. Define 4/4 meter d. Demonstrate good posture and finger position at the keyboard e. Demonstrate whole and half step movement at the keyboard.	**Big Idea 3** (from scope and sequence map) **Introduction to the keyboard** **Topic: (name of unit)** **Pitch and the Keyboard** **Overaching Goals:** (taken from Introduction, Philosophy and educational goals page, pg 4) **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. **Goals:** (what the student will be able to do at the end of the unit) The student will be able to demonstrate whole and half step movement on the keyboard with good posture and finger position. The student will be able to read beginning level piano songs from Piano Suite utilizing the bass and treble clefs.

	Essential Questions: How are note and rest values affected by meter? How does hand position and posture affect performance? **Enduring Understanding:** Within each octave of the piano keyboard there is a fixed relationship between the black and white keys **Conceptual Understanding:** Note/rest values determined by meter Good posture and hand position affect performance on musical instruments	**Learning Activities:** Clapping/counting exercises Daily warm ups in method book Performance repertoire **Assessment Models:** Daily grade Weekly performance quiz **Additional resources:** Piano lab activities

Curriculum Management System – Big Idea 4

<table>
<tr><td>Subject/ Grade level Music Theory/9-12</td><td colspan="2">Suggested days of instruction 30</td></tr>
<tr><td rowspan="5">Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

a. Define note and rest values in regard to meter
b. Meter is groups of beats with regular occurring accents in the music.
c. Meter is outlined by bar lines
d. Rhythms are affected by tempo and meter</td><td colspan="2">Big Idea 4 (from scope and sequence map)
The notation of rhythm</td></tr>
<tr><td colspan="2">Topic: (name of unit)
The notation of musical sounds: rhythm</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.3 Analyze how the elements of music are manipulated in original or prepared musical scores.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Students will be able to define note and rest values in regards to meter</td></tr>
<tr><td>Essential Questions:
How are notes and rest affected by meter?.
Enduring Understanding:

Music is the art of sound organized in time.

Conceptual Understanding:
Rhythm in music involves all time relationships determined by meter and tempo.</td><td>Learning Activities:
Daily participation grade
Chapter 4 written assignments
Chapter 4 ear training/sight singing

Analyzing live/recorded performances

Assessment Models:
Daily participation grade
Chapter 4 test</td></tr>
</table>

		Additional resources: Piano lab activities

Curriculum Management System Big Idea 5

<table>
<tr><td>Subject/ Grade level Theory/ 9-12</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

1. Determine the tonal center of a musical selection
2. Define tonality
3. Aurally identify tonal and atonal music
4. Construct a tonal and atonal melody
5. Perform a tonal and atonal melody
6. Construct/perform a major scale
7. Define, notate, and perform M2, m2</td><td colspan="2">Big Idea 5 (from scope and sequence map)
Major Scales</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Introduction to tonal center and major scales</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.1 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.
1.3 Analyze how the elements of music are manipulated in original or prepared musical scores.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Student will be able to define the tonal center of a piece of music and perform/construct a major scale</td></tr>
<tr><td>Essential Questions:
What is tonality and how is it determined?

Enduring Understanding:
Tonality gives music a sense of direction and is</td><td>Learning Activities:
Chap. 5/6 written ex.
Chap. 5/6 ear training
Tonal/Atonal composition project/performance</td></tr>
</table>

	determined by the key signature. **Conceptual Understanding: Major scales are created by a specific pattern of whole and half steps and revolve around a tonal center.**	**Assessment Models:** **Daily participation** **Graded assignments** **Tonal/Atonal project/performance** **Additional resources:** **Piano lab activities**

Curriculum Management System Big Idea 6

<table>
<tr><td>Subject/ Grade level Theory/9-12</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

1. Notate octaves, unisons, M3, and m3
2. Aurally recognize the intervals listed above.
3. Perform octaves, unisons, M3, and m3 on the piano
4. Recognize octaves, unisons, M3, and m3 in written scores</td><td colspan="2">Big Idea 6 (from scope and sequence map)
Unison, Octaves, M3, m3</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Intervals: Unison, Octave, Major and minor 3rds</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.1 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.
1.3 Analyze how the elements of music are manipulated in original or prepared musical scores.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Students will be able to notate, aurally recognize, perform and define unisons, octaves, M3, and m3</td></tr>
<tr><td>Essential Questions:
How are unisons, octaves, M3, and m3 determined?

Enduring Understanding:
Intervals are a distance between tow notes measured</td><td>Learning Activities:
Chap. 8 written ex.
Chap. 8 ear training/sight singing

Assessment Models:
Daily participation gr.</td></tr>
</table>

	in half or whole steps. **Conceptual Understanding:**	**Chapter 8 test** **Additional resources:**

Curriculum Management System Big Idea 7

<table>
<tr><td>Subject/ Grade level Music theory/9-12</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

1. Define triad and P5
2. Construct/perform major and minor triad, and P5
3. Notate Major, minor, augmented, and diminished triads.
4. Aurally recognize major triads</td><td colspan="2">Big Idea 7 (from scope and sequence map)
The Major triad, perfect 5th</td></tr>
<tr><td colspan="2">Topic: (name of unit)
The Major triad and the Perfect 5th</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.1 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.
1.3 Analyze how the elements of music are manipulated in original or prepared musical scores.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Students will be able to notate, aurally recognize, perform and define triads and P5</td></tr>
<tr><td>Essential Questions:
How is a triad constructed?
What gives a triad its quality of sound?

Enduring Understanding:
Three or more different tones</td><td>Learning Activities:
Chap. 9 written ex.
Chap. 9 ear training/sight singing

Assessment Models:
Daily grade</td></tr>
</table>

	sounding together form a chord. **Conceptual Understanding: The quality of a triad is determined by the relationship of the P5, M3, and m3.**	**Chapter 9 test** **Additional resources: Piano lab exercises**

Curriculum Management System – Big Idea 8

<table>
<tr><td>Subject/ Grade level Music theory/9-12</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="4">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

1. Construct a major scale from a tonal center for all 12 keys
2. Perform all 12 major scales on the piano
3. Notate the sharps and flats in the correct order for a key signature
4. Define how a sharp or flat alters a natural note
5. Create a poster of the circle of 5ths</td><td colspan="2">Big Idea 8 (from scope and sequence map)
The Circle of 5ths</td></tr>
<tr><td colspan="2">Topic: (name of unit)
The Circle of Fifths and the Key signatures of the Major Scales</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.1 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.
1.3 Analyze how the elements of music are manipulated in original or prepared musical scores</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Students will be able to construct major scales in the Circle of Fifths format. Students will be able to play all 12 major scales on the piano</td></tr>
<tr><td>Essential Questions:
How does the Circles of fifths help you determine the key signature for a major scale?</td><td>Learning Activities:
Chap. 10 written ex.
Chap. Ear training/sight singing</td></tr>
</table>

	Enduring Understanding: **In following the Circle of fifths you can determine the order of the sharps and flats for a key signature based off a tonal center.** **Conceptual Understanding:** **There is a particular order when listing the sharps and flats of a key signature.**	**Assessment Models:** **Daily participation gr.** **Chap. 10 test** **Additional resources:** **Piano lab activities**

Curriculum Management System – Big Idea 8

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 8 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 9

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 9 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 10

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 10 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 11

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 11 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 12

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 12 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 13

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 13 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 14

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 14 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 14

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 14 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 15

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 15 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 16

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 16 (from scope and sequence map)</td></tr>
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Additional resources:</td></tr>
</table>

Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

Students will be able to:

1. **Demonstrate proper posture and hand position for the piano**
2. **Demonstrate the ability to monitor and correct problems with hand and body position**
3. **Notate and perform unisons, octaves, M2,m2,M3,m3, and P5**
4. **Draw the Circle of 5ths**
5. **Define note/rest values in relation to meter**
6. **Define 2/4;3/4;4/4;2/2;6/8 meter**
7. **Define and demonstrate tempo changes**
8. **Demonstrate staccato, legate, slurred, tied, and marcato articulation patterns as required in assigned literature**
9. **Sight sing/clap musical ex. In 2/4;3/4; and 4/4 meter**
10. **Demonstrate 12 major scales**
11. **Perform music with the correct expressive quality at Piano Suite level 1 and 2.**
12. **Observe and critique musical performances in regards to technical accuracy and emotional impact of song.**

13. **Recognize tonal centers, keys, and triads in song samples**
14. **Define and demonstrate the 4 properties of sound.**