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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 7 General Music

April 2019

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a minimum of one forty-five to fifty minute class either once per a six-day cycle for a year, or two forty-five to fifty minute classes twice within a six-day cycle for a semester.

Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

Course Description

General Music in Grade 7 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in performing and creating on the keyboard, responding to the music of Stephen Foster and jazz, creating in a style of jazz, and performing and responding to world music.

Major Units and Pacing Guides

All units are designed to last one marking period, or approximately 9 weeks/18 class periods.

Unit 1: Performing and creating on the keyboard

Unit 2: Origins of Popular Music, The Music of Stephen Foster

Unit 3: Jazz

Unit 4: World Music

Subject: General Music

Grade 7

Unit 1: Performing and Creating on the Keyboard

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.1.7a 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.</p> <p>MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p>	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>CCSS.ELA-Literacy. whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How do musicians improve the quality of their performance?</p> <p>How do musicians generate creative ideas?</p>

	Acquisition	
	<p><i>Students will know...</i></p> <p>Notation, technical skill, interpretation, originality, rehearse, refine, improvement over time, emotional impact, rhythmic phrases, melodic phrases, harmonic phrases, form, expressive intent, contrasting styles, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing).</p>	<p><i>Students will be skilled at...</i></p> <p>Working collaboratively, reading and writing standard and/or iconic notation, generating musical ideas, performing on keyboard, interpreting other's music, discussing, reflecting, refining, applying feedback.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Performing a song on the keyboard, proper hand technique, steady beat, note accuracy and rhythm accuracy.</p> <p>Composition using form, notation accuracy, and originality.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Performing an 8 measure song with block chords in left hand and melody in right hand, evaluating their success against a collaboratively-developed rubric.</p> <p>Create and notate an 8 measure song using personally generated musical ideas.</p>
Meaning	Explaining personal choice, using music vocabulary correctly	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original compositions.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with keyboard and music literacy assessment developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<ul style="list-style-type: none"> Students will review and/or learn the fundamentals of music theory required to perform on the keyboard. 	<ul style="list-style-type: none"> Students will get feedback from teacher by formative assessment. Direct observation Specific feedback One-on-one instruction
Meaning	<ul style="list-style-type: none"> Students will demonstrate an understanding of various music symbols and standard music notation. Teacher models how to evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance. Students practice evaluating performances using newly acquired skills. Teacher demonstrates proper posture and hand position for playing keyboards. Students experiment and practice with the newly learned techniques and receive feedback. 	

	<ul style="list-style-type: none"> • Teacher and students discuss expressive intent and originality in interpretation through analyzing key performances of famous musicians. • Students reflect upon their personal interpretations and experiment with degrees of expressive intent. • Teacher provides strategies to use when practicing a piece to ready it for performance. • Students rehearse and refine their performance. • Teacher provides descriptive feedback to students to aid in their self-analysis. • Students collaboratively develop rubric to be used for evaluating their individual performances. • Students may elect to perform for each other and coach one another. <ul style="list-style-type: none"> • Teacher and students discuss how composers generate original ideas. • Students brainstorm and then experiment with various creative inspirations for their compositions. • Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly. • Teacher demonstrates musical form and compositional techniques. 	
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	<ul style="list-style-type: none"> • Student practice newly learned techniques and begin to create their compositions. 	
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Subject: General Music Grade 7

Unit 2: Origins of Popular Music: Stephen Foster

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Anchor Standard 7: Analyze how the structure and context and varied musical works inform the response.</p> <p>Anchor Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.</p> <p>CCSS.ELA-Literacy. Whst.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p>MU: Re8.1.7a 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.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Analyzing creators' context and how they manipulate the elements of music provides insight into their intent and informs performance.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how the creators and performers manipulate the elements of music.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How does understand the structure and context of music inform response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p>

of the topic or text, using credible sources.		
	Acquisition	
	<i>Students will know...</i> Elements of music (form, melody, rhythm, pitch, instruments), expressive intent, historical context, structure	<i>Students will be skilled at...</i> analyzing, discerning, interpreting
Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	Unit test Rubric Perspective paper.	PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of...</i> Developing a framework for how and why American popular music originated. Writing poetry as alternate lyrics to a song. Research and analysis of life in the mid 1800s when Stephen Foster wrote music.

Meaning	Class and peer discussions	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in class discussions and written assignments.</p>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with an assessment developed by general music teachers at the middle school designed to measure student's recognition of music written by Stephen Foster and Scott Joplin.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<ul style="list-style-type: none"> Using cartoon examples (Bugs Bunny, Disney) to engage student learning, teacher introduces students to the songs of Stephen Foster. 	<ul style="list-style-type: none"> Students will get feedback from teacher by formative assessment. Direct observation Specific feedback One-on-one instruction in note taking
Meaning	<ul style="list-style-type: none"> Teacher and students discuss the purpose of using this particular music in children's cartoons. Students discuss the possible origins of popular music. Teacher presents a timeline to students to establish historical context. 	

	<ul style="list-style-type: none"> • Students imagine what the lyrics of songs might reflect from the historical period. • Teacher shows students PBS documentary on Stephen Foster, while students take notes. • Students compare their imaginings with actual lyrics of Stephen Foster's songs. • Students sing several of Stephen Foster's songs. • Using Hampsong, PBS, Songwriters Hall of Fame, Song of America, Library of Congress, and other teacher selected websites, students research deeply the connections between American life in the mid-1800s and the style, lyrics, and origin of American popular music. • Teacher presents Battle Hymn of the Republic. • Students sing Battle Hymn of the Republic and discuss its origins. • Students compose alternate lyrics to Battle Hymn of the Republic, making it relevant to current historical times. <p>Essential Resources:</p> <p>Music Room with SMARTBoard, internet access to PBS the American Experience, Hampsong, and the Library of Congress.</p>	
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Subject: General Music

Grade 7

Unit 3: Jazz

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
Anchor Standard 7: Perceive and analyze artistic work	MU:Re7.2.7b: Identify and compare the context of music from a variety of genres, cultures, and historical periods MU:Re7.1.7a: Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	
Anchor Standard 3: Evaluate and refine selected musical ideas to create musical works that meet appropriate criteria.	MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music, including style, form, and use of sound sources.	
CCSS.ELA.Literacy .Whst.6-8.4 Produce clear and coherent writing in which the development,	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Individuals' selection of musical works is influenced by their interests,	ESSENTIAL QUESTIONS How does understanding the structure and context of music inform a response? How do individuals choose music to experience? How do musicians improve the quality of their creative work?

organization, and style are appropriate to task, purpose, and audience.	<p>experiences, understandings, and purposes.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	
	Acquisition	
	<p><i>Students will know...</i></p> <p>context, genres, cultures, historical periods, form, expressive intent, contrasting styles, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing), connections, purpose, style</p>	<p><i>Students will be skilled at...</i></p> <p>compare, interpret other's music, discuss, reflect, refine, select, choose, listen, identify, keyboard performance</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>A unit test using listening examples studied.</p> <p>Demonstrating an understanding of elements of music found in different styles of jazz.</p> <p>Creating music in the style of the blues.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Listening to examples of contrasting styles of jazz and labeling them.</p> <p>Independent project contrasting and comparing two different styles of jazz music of the student's choice.</p> <p>Using a rubric, evaluate their success at creating in a blues style.</p>
Meaning	Explaining personal choice, using music vocabulary correctly	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with listening examples developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<ul style="list-style-type: none"> Teacher will introduce students to the origins and history of jazz, and demonstrate an understanding of its relationship to American society. With teacher guidance, students will learn to identify and compare the the various styles of jazz and the associated historical context of each, based upon recognition of the musical elements used. Using examples of famous musicians and composers from different jazz eras, students will collaboratively practice their new learning by analyzing the jazz music they hear. Teacher will introduce student to various styles/components of jazz, including: Blues, Ragtime, Dixieland, Big Band, Swing, Bebop, Cool, Free, Fusion, scat, improvisation and syncopation. 	<ul style="list-style-type: none"> Students will get feedback from teacher by formative assessment. Direct observation Specific feedback One-on-one instruction
Meaning		

	<ul style="list-style-type: none"> • Students will demonstrate their ability to identify and compare varying styles of jazz. • To experience the creativity required of jazz musicians, with teacher guidance, students will learn to: <ul style="list-style-type: none"> • Play the C-blues and Eb-blues pentatonic scale and improvise on these notes. • Perform rhythmic patterns containing syncopation. • Perform a typical 12-bar blues chord progression on the keyboard. • Create an arrangement of a blues melody. • Improvise, alone and collectively, over a given accompaniment. 	
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Subject: General Music

Grade 7

Unit 4: World Music

Stage 1 Desired Results		
ESTABLISHED GOALS Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 3: Evaluate and refine selected musical ideas to create musical works that meet appropriate criteria. Anchor Standard 11: relate to musical ideas and works with varied contexts to deepen understanding.	Transfer	
	<i>Students will be able to independently use their learning to...</i> MU:Re7.2.7b: Identify and compare the context of music from a variety of genres, cultures, and historical periods MU:Re7.1.7a: Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose. MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music, including style, form, and use of sound sources. MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTIONS How does understanding the structure and context of music inform a response? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

<p>CCSS.ELA.Literacy. Whst.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	
	Acquisition	
	<p><i>Students will know...</i></p> <p>context, genres, cultures, historical periods, form, expressive intent, contrasting styles, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing), connections, purpose, style</p>	<p><i>Students will be skilled at...</i></p> <p>compare, interpret other's music, discuss, reflect, refine, select, choose, listen, identify, keyboard performance</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>A unit test using listening examples studied.</p> <p>Demonstrating an understanding of elements of music found in music of different world cultures.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Listening to examples of contrasting styles of world musics and labeling them.</p> <p>Independent project that will ask the student to explore in depth a specific instrument, dance, cultural event of one of the world cultures that we have studied.</p>
Meaning	Oral and written Explanations using music vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with listening examples and visual examples developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<ul style="list-style-type: none"> • The teacher will introduce the students to the music of different world cultures including, but not confined to: American Indigenous Peoples, African, Indian, Indonesian, Chinese, Japanese, and, Aboriginal. 	<ul style="list-style-type: none"> • Students will get feedback from teacher by formative assessment. • Direct observation • Specific feedback • One-on-one instruction
Meaning	<ul style="list-style-type: none"> • The teacher will guide students through a curated series of videos and recordings that demonstrate the sounds and usages of various world instruments. • Students will be able to demonstrate their ability to identify the musical styles of different cultures. • Students will be able to compare and contrast World Music styles to their Western Music styles. • Students will be able to identify by sight and sound various world music instruments. • The teacher will introduce students to various cultural events and how 	

	<p>music is associated with those events.</p> <ul style="list-style-type: none"> • Students will perform various songs/dances/puppetry of the following cultural events and communal activities:Wayang Kulit, Chinese New Year, Japanese Awa Odori, Indian Music and Dance stories, African music and dance. 	
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