

Englewood Public School District
Music
Grade 7

Unit 2: Musical Foundations, Performing

NEW JERSEY CONTENT STANDARDS

- 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.
- 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts through history and across cultures.
- 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 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.

Overview: Musical Foundations; Performing - During this unit, students will learn to read music and play the keyboard and other instruments. Students will learn about various elements of music and how to incorporate them into their playing in order to play expressively. This unit will also focus on various forms of music, and students will listen to and perform music in these different forms using various instruments.

Time Frame: 2nd Marking Period

Enduring Understandings:

- The elements of music combine to create an artist's expression of their point of view.
- There are different forms of music that lend themselves to different instruments.

Essential Questions:

- How does playing music in a group differ from playing solo?
- What techniques contribute to a quality performance on the piano?
- How is a study of music implemented?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>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.</p> <p>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.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<p>SWBAT compare and contrast solo versus group performance of Western and non-Western works.</p> <p>Students will find G on the treble clef and F on the bass clef and use them as anchor notes to determine what the other notes on the staff are.</p> <p>Read and perform musical notation for instruments or voice.</p> <p>Demonstrate knowledge of various styles of music (Western and non-Western) by justifying their choice of one style to perform.</p> <p>Discuss performances using music terminology.</p> <p>Evaluate performances using objective criteria.</p>	<p>Students will watch “Middle C and the Grand Staff” from Quaver Music and discuss patterns they notice. NJSLSA.SL1</p> <p>Students will learn the mnemonic devices used to remember note names and will create their own. (Every Good Boy Does Fine, FACE, All Cows Eat Grass, Good Boys Do Fine Always) RST.6-8.4</p> <p>Students will use a note recognition website to review. NJSLSA.R7</p> <p>Students will work in a group on various performances (rhythm, familiar and unfamiliar songs). NJSLSA.SL1, 7.RP.A, RST.6-8.3</p> <p>In small groups, students will discuss their peers’ performances using music terminology. NJSLSA.SL1, SL.7.1</p> <p>Then students will create a rubric with criteria to evaluate the performances. NJSLSA.W9</p>	<p><u>Middle C & The Grand Staff:</u> https://www.google.com/search?q=middle+c+and+the+grand+staff&rlz=1C1AJZK_enUS779US780&oq=middle+c+and+the+grand+staff&aqs=chrome..69i57j0l2.4924j0j7&sourceid=chrome&ie=UTF-8</p> <p><u>Note names/placement:</u> http://denisegagne.com/fun-ways-to-teach-note-names/</p> <p><u>Note recognition game:</u> http://artsedge.kennedy-center.org/interactives/steprighttp://whackanote/</p> <p><u>Musical Notation:</u> https://www.teachingchannel.org/video/notation-and-duration-in-music</p> <p><u>Music and science:</u> http://www.pbs.org/wnet/musicinginstinct/</p> <p>Seaquence (music app)</p> <p>Various musical instruments</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Reflections • Self-Assessment • Peer Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Teacher-made check sheets and rubrics. • Note Recognition • Class made rubrics • Class discussion using musical vocabulary • Group performances <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: 20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • 3-2-1 • Beach ball

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.

Individually, students will use the rubric to evaluate their peers' performances.

Compare and contrast solo versus group performance of Western and non-Western works.

6.2.8.D.1.b

Warm-up sheets and supplemental concert music

Internet

Laptop/classroom computers

SMART Boards

recording equipment

Garage Band

<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>

Key Vocabulary:

quarter note, half note, whole note, eighth notes Tempo: lento, moderato, presto, allegro, andante, accelerando, ritardando

Integration of 21st Century Standards NJSL 9:

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.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL,

time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Check for understanding of directions • Use posters with directions written in pictures in all languages • Seat students close to the teacher. • Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Work with a partner • Provide concrete examples and relate all new assignments to previously learned tasks • Solidify and refine concepts through repetition. • Provide extended time. • Repeat directions • Check for understanding of directions 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Room for Artistic Choices • Elevated Technique Complexity • Additional Projects • Adaptation of requirements

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RST.6-8.3: Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.

RST.6-8.4: Determine The Meaning Of Symbols, Key Terms, And Other Domain-Specific Words And Phrases As They Are Used In A Specific Scientific Or Technical Context Relevant To Grades 6-8 Texts And Topics.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.W9. Draw evidence from informational texts to support analysis, reflection, and research.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.1. Engage Effectively In A Range Of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners On Grade 7 Topics, Texts, And Issues, Building On Others Ideas And Expressing Their Own Clearly.

Social Studies:

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Math:

7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.

Integration of Technology Standards NJSLS 8:

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4: Assess the credibility and accuracy of digital content.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.2.8.A.5: Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.1.8.C.1: Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.