

**Englewood Public School District**  
**Music**  
**Grade 7**

**Unit 1: 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:** During this unit, students will learn to read and understand notation. Students will learn about various elements of music and how to incorporate them into listening to, appreciating, singing or playing an instrument. This unit will also focus on various styles, genres and cultures of music. Students will listen to and may perform music.

**Time Frame:** 1<sup>st</sup> Marking Period

**Enduring Understandings:**

- Reading and understanding notation is an important skill for music students. This unit will also focus on various styles, genres and cultures of music.
- Music is made up of various elements that work together to express the artists' point of view.
- Musical styles and genres are influenced by culture and history.

**Essential Questions:**

- How do we identify the most basic elements of music?
- How do rhythm and pitch work together to form a song?
- How do musicians portray emotion and expression in their music?
- What do musicians need to do in order to perform together?
- How are music and mathematics related?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.8.B.1</b> 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><b>1.1.8.B.2</b> 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><b>1.3.8.B.1</b> Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p><b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic</p>	<p>SWBAT identify, read, and write traditional music notation (e.g., quarter notes, half notes, whole notes).</p> <p>Explain the elements of music and describe how diverse musical genres use them.</p> <p>Understand and analyze various song structures/forms from various genres, cultures and historical eras.</p> <p>Perform various musical forms vocally or using instruments.</p> <p>Compose rhythms in a selected style and perform them with the expressive qualities of that style.</p>	<p>Students will demonstrate the elements of music (beat, meter, rhythm, dynamics, melody, harmony, tonality, texture, timbre, form, etc.). <b>7.RP.A, RST.6-8.4</b></p> <p>Students will identify and describe these elements in diverse musical works, using the proper musical vocabulary/terminology. <b>6.2.8.D.1.b, L.7.3, WHST.6-8.9</b></p> <p>Have students clap a steady beat (hands or body percussion) show that this is notated by quarter notes. Gradually replace quarter notes with half notes and whole notes. <b>7.RP.A</b></p> <p>Students will make a chart. Fold a piece of paper in 16 boxes. In row 1 put a whole note, in row 2 put two half notes, in row 3 put four quarter notes, in row 4 put eight eighth notes. (To visually see the duration of notes in relation to each other.) <b>7.RP.A, NJSLA.SL2</b></p>	<p>Elements of Music activity: <a href="http://lessonplanspage.com/musicnamethatstyleactivity512-htm/">http://lessonplanspage.com/musicnamethatstyleactivity512-htm/</a></p> <p>Rhythm/Body Percussion: <a href="http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/">http://lessonplanspage.com/musicrhythmgameusingbodypercussionidea48-htm/</a></p> <p>Rhythmic Notations: <a href="http://www.teach-nology.com/lessons/lsn_pln_vjew_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720">http://www.teach-nology.com/lessons/lsn_pln_vjew_lessons.php?action=view&amp;cat_id=6&amp;lsn_id=25720</a></p> <p>Rap Song Structure: <a href="https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/">https://rappingmanual.com/lesson-rapping-song-structure-learn-how-to-rap/</a></p> <p>Musical Form: <a href="https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/">https://tptmusiccrew.com/seven-strategies-ideas-for-teaching-musical-form/</a></p> <p>Form (Blues): <a href="https://www.pbs.org/theblues/classroom/intlyrics.html">https://www.pbs.org/theblues/classroom/intlyrics.html</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Question and answer group discussion</li> <li>• Reflections</li> <li>• Self-Assessment</li> <li>• Peer Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Discussion using musical vocabulary</li> <li>• Notes chart</li> <li>• Rhythm demonstration</li> <li>• Composition</li> <li>• Teacher-made check sheets and rubrics.</li> </ul> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Alternative Assessments:</b> 20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>• Outcome Sentences</li> <li>• Pair-Share</li> <li>• 3-2-1</li> <li>• Beach ball</li> </ul>

<p>characteristics of the genre.</p> <p><b>1.3.8.B.3</b> Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p><b>1.3.8.B.4</b> 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.</p>	<p>Students will perform various rhythms by clapping or using non-pitched percussion instruments.</p> <p><b>7.RP.A</b></p> <p>Students will get in groups and compose at least two measures of their own rhythms and then perform.</p> <p><b>7.RP.A, RST.6.8-3</b></p>	<p>Composing Rhythms: <a href="http://lessonplanspage.com/musiccomposingrhythm58-htm/">http://lessonplanspage.com/musiccomposingrhythm58-htm/</a> <a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p> <p>Various musical instruments</p> <p>Warm-up sheets and supplemental concert music</p> <p>Internet</p> <p>Web Quests</p> <p>Laptop/classroom computers</p> <p>SMART Boards</p> <p>recording equipment</p> <p>Garage Band</p> <p>LCD projector</p>
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### Key Vocabulary:

Rhythm, Tempo, Dynamics; Notation, Synchronization, Rondo, Form

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

## **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.

**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.

**L.7.3.** Use Knowledge Of Language And Its Conventions When Writing, Speaking, Reading, Or Listening

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

**WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### **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.