

Englewood Public School District
Music
Grade 7

Unit 3: Musical History

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: Students will identify artistic styles, trends, and movements in music within historical eras and evaluate the effectiveness of music by a single artist over time. They will gain experience performing musical compositions from various genres and time periods.

Time Frame: 3rd Marking Period

Enduring Understandings:

- Music expresses the beliefs and values of the society in which it originates.
- Music can employ various compositional techniques to express the composer's ideas.

Essential Questions:

- How did music develop into what we listen to today?
- How does the music of a time period reflect the prevailing ideas and main events of that time period?
- How do music and history influence each other?
- Is there a right way and a wrong way to write music?

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.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>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.</p>	<p>SWBAT identify artistic styles, trends, and movements in music within historical eras.</p> <p>Evaluate the effectiveness of music by a single artist over time.</p> <p>Compare and contrast past and contemporary musical works, describing how they demonstrate musical elements.</p> <p>Students will discuss how the time period influences the music of the era.</p> <p>Students will use music terminology when discussing the strengths and weaknesses of a piece.</p>	<p>Students will listen to/perform music from the beginning of Beethoven's career and from right before he died. 7.RP.A, NJSLSA.SL2, RST.6-8.3</p> <p>Discuss the differences in the music over time. 6.2.8.D.1.b</p> <p>Write a character poem "I am", expressing the change in the music. NJSLSA.L3</p> <p>Students will listen to/perform music by both Schoenberg and Copland. Students will describe the differences. 7.RP.A, NJSLSA.SL2</p> <p>Students will listen to/perform music by John Williams and compare it to music heard on the radio today, using music vocabulary. NJSLSA.L6, 7.RP.A</p> <p>In small groups, students will research and discuss a piece of music influences, taking notes to use in a critical essay. NJSLSA.SL1, WHST.6-8.4.</p>	<p>Ludwig van Beethoven – Symphony 1 and Symphony 9</p> <p>Composers Lessons: https://makingmusicfun.net/htm/mmf_music_library_meet_the_composer_index.php</p> <p>Meet the Great Composers, Book 1 by June Montgomery and Maurice Hinson</p> <p>Copland lessons: https://www.dropbox.com/s/xnil7hyze7yhp7t/2018%20YPC%20RESOURCE%20GUIDE.pdf?dl=0</p> <p>Accent on Composers by Jay Althouse and Judy O'Reilly</p> <p>Aaron Copland - Appalachian Spring https://www.youtube.com/watch?v=xDRWdNn_nLk</p> <p>Arnold Schoenberg – "Pierrot Lunaire" https://www.youtube.com/watch?v=eOZH7qqIDkQ</p> <p>John Williams music from Star Wars.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Feedback on research • Reflections • Self-Assessment • Peer Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Group discussions about Beethoven, Schoenberg, Copland • Poem • Discussion about contemporary music and John Williams • Critical Essay <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

1.4.8.B.2

Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Students will write a critical essay comparing and contrasting the pieces they learned about. **NJSLSA.L6**

<https://www.youtube.com/watch?v=EPj2DHaS5jk>

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

Williams Listening Activities:
<http://naccna-assets.s3.amazonaws.com/the-music-of-star-wars-teacher-study-guide-%28dec-2016%29.pdf>

Various musical instruments

Warm-up sheets and supplemental concert music

Internet

Web Quests

Laptop/classroom computers

SMART Boards

Online keyboard:
<http://www.virtualpiano.net/>

Key Vocabulary:

symphony, word painting, cryptogram, experimental music, chance music, serialism, Baroque, Classical, Romantic, 20th Century

Integration of 21st Century Standards NJSLS 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 	<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

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| | | needed.
• Oral prompts can be given. | |
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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.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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.

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.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.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.