

Englewood Public School District
Music
Grade 7

Unit 4: Musical Foundations

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 apply foundations of music theory in writing their own music compositions.

Time Frame: 4th Marking Period

Enduring Understandings:

- Musical elements are utilized by composers to convey their works.
- Different cultures have a variety of musical traditions.

Essential Questions:

- How do I take my knowledge of basic music theory and apply it to creating my own musical composition?
- What are the musical traditions of other cultures in other countries?
- How do I perform a popular piece of music on the guitar?

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>1.2.8.A.3 Analyze the social, historical, and political impact of artists on</p>	<p>SWBAT create and notate their own basic music compositions.</p>	<p>Students apply foundations of music theory in writing their own music compositions. NJSLSA.R7</p>	<p><i>Grade 7 ABRSM Composition Question -</i> https://www.youtube.com/watch?v=0OKR4g7ruPM</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"> • Webquest • Playlist • Dance/instrument playing • Original composition • Bulletin Board <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
	<p>Name and describe instruments used in various cultures.</p>	<p>Students will play World Instrument Bingo until students can recognize all 25 instruments by ear. NJSLSA.SL2</p>	<p><i>How Making Music Made Math Cool in this Classroom</i> https://www.youtube.com/watch?v=b3X1S3T7udY</p>	
	<p>Perform traditional folk music from diverse countries/cultures on traditional instruments.</p>	<p>Identify the origin of the instruments on a world map. L.7.3.</p>	<p><u>Instrument cards:</u> https://www.mes-english.com/flashcards/music.php</p>	
	<p>Compose a song in any style of folk music from around the world.</p>	<p>Complete a webquest on traditional folk music from around the world. NJSLSA.SL2, 6.2.8.D.1.b, WHST.6-8.9</p>	<p><u>Instrument Bingo Cards:</u> https://myfreebingocards.com/school/music/instruments</p>	
	<p>Use music terminology to discuss the strengths and weaknesses of the pieces.</p>	<p>Create a playlist of their favorite folk songs, discussing in small groups the effectiveness of the pieces. NJSLSA.SL1</p>	<p><u>Folk Music-composition:</u> http://lessonplanspage.com/musiccomposingwithfolkmelodiesandbelabartok68-htm/</p>	
	<p>Analyze the influences of various types of folk music of society and culture.</p>	<p>Students learn a dance and play folk music of a specific culture/country on traditional instruments. RST.6-8.3</p>	<p><u>Folk dance with video:</u> https://www.ket.org/education/resources/dances-many-</p>	

culture and the impact of culture on the arts.

1.3.8.B.2

Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

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.

Compose a simple song in the tradition of folk music.

7.RP.A

Collaborate with peers to create a bulletin board highlighting the cultural impact of folk music from various cultures.

NJSLSA.SL1

[cultures/](#)

Folk Music tracks:

<https://folkways.si.edu/search?query=folk+music>

World Music

Instruments:<https://makingmulticulturalmusic.wordpress.com/2012/04/10/14-world-music-instruments-that-can-be-made-from-recycled-materials/>

Various musical instruments

Warm-up sheets and supplemental concert music

Internet

Web Quests

Laptop/classroom computers

SMART Boards

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

Key Vocabulary:

symphony, word painting, cryptogram, experimental music, chance music, serialism, folk music

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:	<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.	<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	<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

graphic organizers, gestures, props	<ul style="list-style-type: none"> ● Repeat directions ● Check for understanding of directions 	<p>up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	
--	--	--	--

Interdisciplinary Connections:

ELA - NJSLS/ELA:

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

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

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.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.

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

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: Understand Ratio Concepts And Use Ratio Reasoning To Solve 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.