

Howell Township Public Schools
General Music Middle School
Curriculum Guide
(Grades 6 – 8)

BOARD APPROVED: December 12, 2012

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EDUCATIONAL PHILOSOPHY

MUSIC CURRICULUM FOR THE MIDDLE SCHOOL

The ultimate goal of the Middle School Music Curriculum for Howell Township is to develop the skills and creative abilities of ALL CHILDREN. Throughout life, people have needed an means to express themselves. The manifestation of this expression is art. The role of the arts in society is to provide the needed vehicle for expression. The study of music in school makes an important contribution to society and to the formation of well-rounded individuals through the development of this aspect of human nature.

Those who have experience deep feelings through music gain a far greater awareness of a unique side of themselves. Music enables a child to contribute in a unique way to a group, to draw upon their own multi-varied backgrounds and ethnic origins. Therefore the primary aim of music in the schools is to provide this experience to ALL students. The music program must be complete and comprehensive. The music program must be comprehensive so that when an individual completes it, the necessary basic musical skills enable a student to continue participating in music by performing or listening throughout their adult lives.

Music is an important key to understanding our own cultural history, and provides an understanding of other cultures. While the effectiveness of music education is ultimately determined by what a student has learned, the nature of the learning environment is important. The teaching of music should proceed in a positive atmosphere and in an environment of acceptance and sharing where each child can find success, is a valued as a unique individual, and is encouraged to evaluate his own efforts and those of his peers in a constructive manner. To learn most effectively, individuals should be encouraged to discover musical concepts through their own involvement, inquiry, and active participation. The environment provided by the music educator must establish standards by which the student can develop musical maturity to become a contributing part of an ensemble, be in instrumental or vocal. These goals are best accomplished, when, in addition to providing classroom and lesson experience, the school program provides opportunity classroom and lesson experience, the school program provides opportunity for ensemble situations. In these groups or ensembles, students experience the best of cooperative learning, team spirit and pride in unity. The process of making music is important for the child because it includes fundamentals of learning, knowledge, comprehension, application, analyses, synthesis and evaluation.

Each student, according to his individual abilities and interests, should have the opportunity to develop musical skills, enabling him to participate in musical performance, to appreciate music better as an active listener, and create music of his own.

OBJECTIVES

- A. Students will demonstrate an understanding for Man and His Music
- B. Students will demonstrate a knowledge of the skills necessary for a good listener
- C. Students will demonstrate an understanding of the intricacies involved in the creative process as applied to music
- D. Students will demonstrate an appreciation for the performing techniques involved in music
- E. Students will demonstrate a knowledge of the various major styles and periods in music
- F. Students will demonstrate a working knowledge of composers in music.
- G. Students will demonstrate an ability to recognize the various conductors and performers.

PRINCIPLES FOR GENERAL MUSIC IN THE MIDDLE SCHOOL

1. General music in the middle school is a course for ALL STUDENT, regardless of musical background, intelligence or academic achievement. (No sacrifice of content is required if the general music program is based primarily on conceptual understanding and expressive growth, as opposed to skill development.)
2. General music instruction in the middle school INTEGRATES three main components: the fundamental structure of music; the nature of learning in music; and the developmental traits of early adolescents. (These three areas of a teacher's knowledge and understanding - structure of music, nature of learning in music, and developmental traits - MUST BE INTEGRATED, rather than viewed as isolated aspects of general music teaching.)
3. General music should address tangibly the general education welfare of students (A primary value of music in the middle school curriculum is its potential as an expressive medium that COMPLIMENTS LEARNING IN OTHER SUBJECT AREAS. The general music teacher does not merely teach songs or listen to music "about" historical events; rather, through direct experiences that engage student in musical behaviors and THINKING, the teacher expands awareness of the expressive dimension of experiences that have been part of the history. This offers a basis for a more COMPREHENSIVE understanding of historical events. The planning of such experiences should occur through the general music teacher's participation on an interdisciplinary team.)
4. Learning in general music should be relevant to musical life beyond the classroom. (One of the frequently cited missions of the middle school is to ensure relevance of the in-school learning to young adolescents' total lives. (NASSP, 1985). Middle school students also need abundant opportunities to see application of music skills and concepts in the lives of others and to APPRECIATE the variety of musical expression reflected in an ethnically diverse world.)
5. General music instruction should lead toward the discovery of musical concepts through perception of musical qualities and events. (The importance of exploration, self-discovery and individual development are hallmarks of the middle-school philosophy. Problem solving, creative approaches and inquisitiveness to learning are important in the middle school. Learning WITH the students rather than seeming to have all the answers will appeal to young adolescents; excitement about the world of music and musical thinking is also important as the teacher shares ideas with the students - teachers must be open to NEW MUSICAL DEVELOPMENTS, especially in the areas of technology, and demonstrate critical thinking about these developments on the basis of high musical standards.)

Music education develops mental discipline through a spiral sequence of learning experience. It also nurtures an appreciation of music's aesthetic qualities. At every level the skill acquired becomes the means for the expression of music. The realization of these goals, skill mastery and artistic expression is the commitment of the Middle School program.

There are definitive areas that music is important to the individual student's personal development and acquisition of life skills.

1. Cognitive Development: Music helped to focus attention and increase the attention span.. This is the most important at the Middle School Level. Through a variety of activities, the student develops memory and sequencing skills at each level of development, both in a vocal and instrumental situation.
2. Affective Development: Music study fosters the development of self-esteem, gaining the esteem of others, and encourages a positive feeling of group identity.
3. Psychomotor Development: The Middle School music student develops coordination. Psychomotor skills are increased with rhythmic activity, practicing in a musical context provide the intrinsic reinforcer for improved articulation and inflection in speech
4. Social Development: The music student develops interpersonal skills to increase socializing behavior. So very important at the Middle School level, while decreasing anti-social behaviors. Group activities require cooperation and constructive interaction if the group is to succeed.
5. Perceptual Development: Music gives the student the opportunity to learn through different senses and strengthens the relationships between the senses. Music student will increase aural, visual and psychomotor awareness.
6. Self-Image Development: Music activities help the student to develop a strong sense of self in relation to the environment around him. This is crucial at the Middle School level.
7. Creative Development: Using skills appropriate to his level of achievement. The student can, by his own initiative, develop creative attitudes in a climate of acceptance.
8. Development of Self-Reliance: The structure of music study provides increasingly complex situations where the student can develop individual independence and self-reliance.
9. Community Awareness: The student becomes increasingly aware of community through performances in and for the community.
10. Academic Discipline: Music study is a discipline. Through the repetition of practice leading to the completion of clearly defined goals culminating in performance, the student experiences a process valuable to every area of his life.

INSTRUCTIONAL GOALS

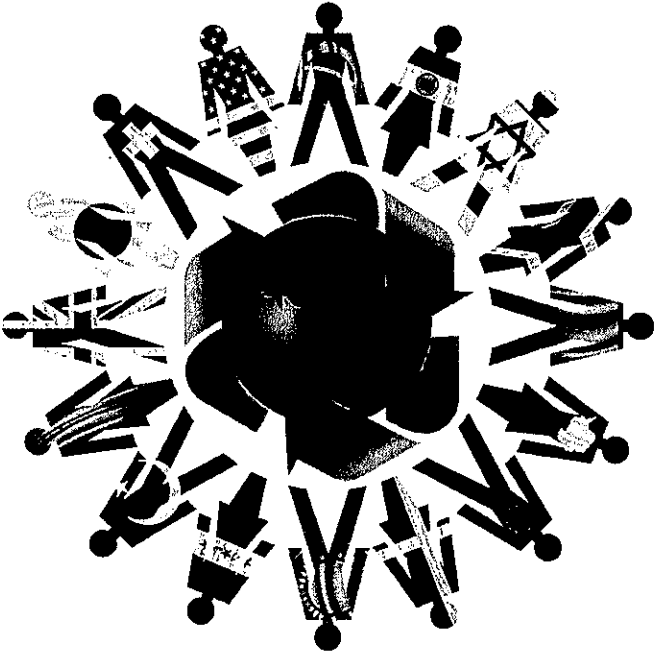
1. Music instruction should bring awareness to students of the meaning, value and relationship of music within our multi-cultural heritage.
2. Music instruction should help students to acquire the complex skills needed to create and perform at the individual student's level.
3. Music instruction should provide the student with exposure to professional, cultural experiences through attendance at production such as the Garden State Symphony, the Monmouth Symphony and the New Jersey Symphony Orchestra, as well as community production theaters. Field and or family trips should also be encouraged, perhaps to a Broadway show or an opera.
4. Music instruction should provide an environment that positively nurtures and supports the affective growth in the student that leads to greater enjoyment of music and the arts.
5. Music instruction should discover and develop musical talent to its highest potential.
6. Music instruction should foster the transfer of skills learned from elementary level to skills for daily life.
7. Music instruction should provide students with the opportunity to perform in the schools and community.
8. Music instruction should promote individual creativity for all students regardless of ability.
9. Music instruction should provide a variety of methodology to meet the needs of students, especially in an interdisciplinary team teaching setting.

Our responsibility as educators is to expand the students' experience into areas that they might not otherwise explore. The teacher's task is to plan activities, which will assure that the students complete the skills stated, while fostering maximum creativity and interest. Flexibility is the key component in planning for the Middle School student. As the content area standards promote interdisciplinary and integrated teaching strategies, the teacher should use every opportunity to correlate music study with academics and related arts, interests of children and community events.

SUGGESTED METHODS OF EVALUATION

Requirements

- a. Read an approved book and write a critical report concerning the material presented.
 - b. Attend a rehearsal or performance of a performing musical organization acting in the role of a music critic. Prepare a paper and/or oral presentation for the class.
 - c. Write a reference paper on an approved subject.
 - d. Create a scrap book on an approved subject.
 - e. Create and perform your own music.
 - f. Participate in a thespian stage production.
 - g. Participate in an extra-musical school activity.
 - h. Compare and contrast two pieces of music representative of two different style periods.
 - i. Contrast a musical instrument and explain the principals of sound by which it functions.
 - j. Participate in a planned Music Education Field trip, which are use to supplement the teaching activities throughout the school year.
 - k. A student's performance in Music Appreciation is assessed on a quarterly basis, using the grading system adopted by the Board of Education, and also using the following criteria:
 1. Major test scores
 2. Quizzes
 3. Homework
 4. Quarterly notebook
 5. Written oral class activities
 6. Term project
 7. Student in-class participation
- * The final grade represents the teacher's professional judgment of the student's performance and all of the aforementioned activities and/or requirements included in the evaluation process.



PROGRESS INDICATORS



Content Area		Visual and Performing Arts	
Standard		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.	
Strand		B. Music	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	<p>NOTE: By the end of <u>grade 8</u> those students choosing THEATRE as their required area of specialization demonstrate <u>COMPETENCY</u> in the following content knowledge and skills.</p> <p>Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</p> <p>Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.</p> <p>Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.</p> <p>A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p>	1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different <u>historical eras</u> .
		1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
		1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
		1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

Content Area		Visual and Performing Arts	
Standard		1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Strand		A. History of the Arts and Culture	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	<p>NOTE: By the end of <u>grade 8</u>, all students demonstrate <u>COMPETENCY</u> in the following content knowledge and skills for their required area of specialization in <u>DANCE, MUSIC, THEATRE, or VISUAL ART.</u></p> <p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p>	<p>1.2.8.A.1</p> <p>1.2.8.A.2</p> <p>1.2.8.A.3</p>	<p>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>

Content Area		Visual and Performing Arts	
Standard	1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Strand	B. Music		
8	<p>NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate <u>COMPETENCY</u> in the following content knowledge and skills.</p>		
	Western, non-Western, and avant-garde notation systems have distinctly different characteristics.	1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
	Stylistic considerations vary across <u>genres</u> , cultures, and <u>historical eras</u> .	1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.	1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
	Improvisation is a compositional skill that is dependent on understanding the <u>elements of music</u> as well as stylistic nuances of <u>historical eras</u> and <u>genres of music</u> .	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.

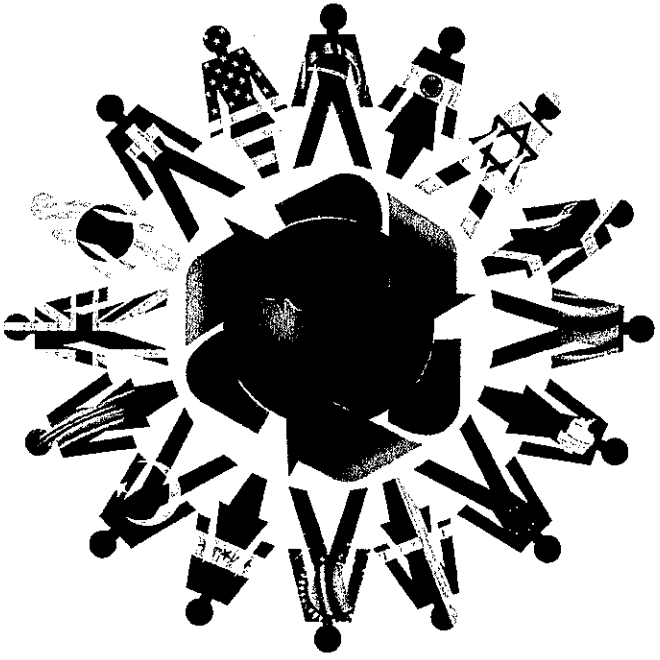
Content Area	Visual and Performing Arts	
Standard	1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Strand By the end of grade	A. Aesthetic Responses	
8	Content Statement	Cumulative Progress Indicator (CPI)
	<p>NOTE: By the end of grade 8, all students demonstrate <u>COMPETENCY</u> in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of <u>archetypal</u> or <u>consummate works of art</u> requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Art may be used for <u>utilitarian and non-utilitarian purposes</u>.</p> <p>Performance technique in dance, music, theatre, and visual art varies according to <u>historical era and genre</u>.</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a <u>genre's</u> stylistic traits.</p> <p>Symbolism and metaphor are characteristics of art and art-making.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</p>
	1.4.8.A.1	1.4.8.A.1
	1.4.8.A.2	1.4.8.A.2
	1.4.8.A.3	1.4.8.A.3
	1.4.8.A.4	1.4.8.A.4
	1.4.8.A.5	1.4.8.A.5
	1.4.8.A.6	1.4.8.A.6

Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

1.4.8.A.7

Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Content Area		Visual and Performing Arts	
Standard		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.	
Strand		B. Critique Methodologies	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	<p>NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.</p> <p>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</p> <p>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>	<p>1.4.8.B.1</p> <p>1.4.8.B.2</p> <p>1.4.8.B.3</p>	<p>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>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>



CURRICULUM AND APPLICATION

General Music Standards 1.1

Grade 6-8

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.

Essential Questions

Enduring Understandings

How do underlying structures unconsciously guide the creation of music?

Underlying structures in music can be found via analysis and inference.

Does music have boundaries?

Breaking accepted norms often give rise to new forms of musical expression.

Grade Level Standards

Classroom Applications

1.1.6-8.B.1

6th Grade

1.1.6-8.B.2

- Rhythm

- The student will use and recognize the following notes and rests: sixteenth, eighth, quarter, half, whole as well as dotted notes and triplets.
- The student will read and recognize beats, fast or slow, ritardando, accelerando.
- The student will use and identify simple meter

- Melody

- The student will apply register, direction, and progression.
- The student will use the staff to write and identify pitch both bass and treble clef.
- The student will identify step, leap, repeat, high and low sound.

7th Grade

- The students will continue to use all the skills gained in 6th grade and apply them to specific pieces that were composed during the time periods being studied. In addition, the student will learn when and why certain notation was created.

8th Grade

- The 8th grade student will continue to use all the skills gained in 6th and 7th grade and apply

these to creating original music using available technology. Mood will also be emphasized.

Measures of Understanding

- Teacher observation
- Rubric
- Teacher created assessment
- Student created products

Resources

- <http://www.state.nj.us/education/cccs/standards/1/1-1-B.htm>
- Orff instruments
- Percussion instruments
- Keyboards
- Computers
- Notation software
- Garageband

General Music Standards 1.2

Grade 6-8

History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

Essential Questions

Enduring Understandings

Does music define culture or does culture define music?

Culture affects self-expression, whether we realize it or not.

What is old and what is new in any work of music?

Every artist has a style; every artistic period has a style.

How important is "new" in music?

Grade Level Standards

Classroom Applications

1.2.6-8.A.1

The student will study periods of music history from the Baroque period to present.

1.2.6-8.A.2

1.2.6-8.A.3

Measures of Understanding

- Teacher observation
- Rubric
- Teacher created assessment
- Student created products

Resources

- <http://www.state.nj.us/education/cccs/standards/1/1-2.htm>
- Orff instruments
- Percussion instruments
- Keyboards
- Computers

General Music Standards 1.3

Grade 6-8

Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Essential Questions

Enduring Understandings

How does creating and performing music differ from viewing the arts?
To what extent does the viewer properly affect and influence the music and the musician and to what extent is the music for the musician / composer ?

The arts serve multiple functions: enlightenment, education, and entertainment.

Though the musician's / composer's imagination and intuition drive the work, great music requires skills and discipline to turn notions into a quality product.

The artistic process can lead to unforeseen or unpredictable outcomes.

Grade Level Standards

Classroom Applications

1.3.6-8.B.1

1.3.6-8.B.2

1.3.6-8.B.3

1.3.6-8.B.4

The student will perform simple melodies and harmonies on various instruments as it pertains to the curriculum.

Measures of Understanding

- Teacher observation
- Rubric
- Teacher created assessment
- Student created products

• Student performances

Resources

- <http://www.state.nj.us/education/cces/standards/1/1-3-B.htm>
- Orff instruments
- Percussion instruments
- Keyboards
- Computers
- Notation software
- Garageband

General Music Standards 1.4

Grade 6-8

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.

Essential Questions

Enduring Understandings

When is music criticism vital and when is it not?

The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of music.

Grade Level Standards

Classroom Applications

1.4.6-8.A.1

The student will analyze live and recorded performances in relation to various elements in historical periods.

1.4.6-8.A.2

The student will be able to self-critique performances and student created products using a teacher created rubric.

1.4.6-8.A.3

1.4.6-8.A.4

1.4.6-8.A.5

1.4.6-8.A.6

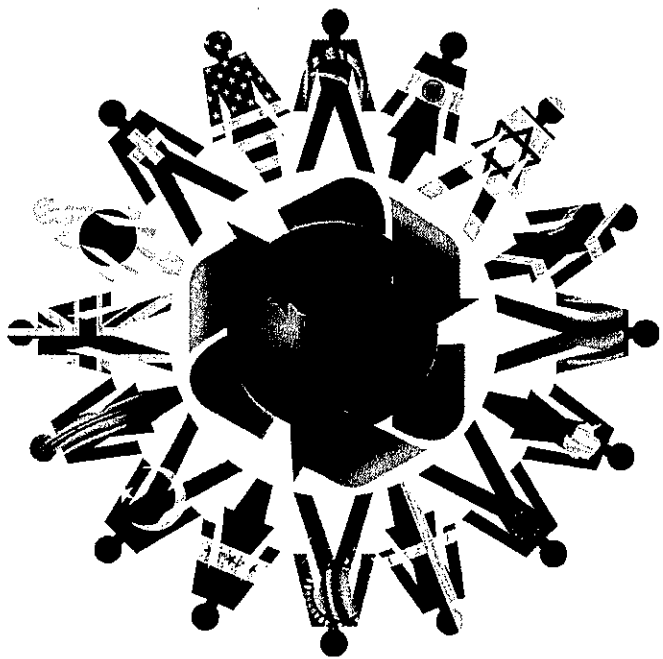
1.4.6-8.A.7

Measures of Understanding

- Teacher observation
- Rubric
- Teacher created assessment
- Student created products

Resources

- <http://www.state.nj.us/education/cccs/standards/1/1-4.htm>
- Orff instruments
- Percussion instruments
- Keyboards
- Computers
- Notation software
- Garageband



INSTRUCTIONAL GUIDE



**SCOPE AND SEQUENCE
GENERAL MUSIC GRADES 6-8**

Objective	6th Grade	7th Grade	8th Grade
<p>The Student will be able to read and write music.</p>	<p>Rhythm The student will use and recognize the following notes and rests: sixteenth, eighth, quarter, half, whole as well as dotted notes and triplets.</p> <p>Tempo The student will read and recognize beats, fast or slow, ritardando, accelerando</p> <p>Meter The student use and identify simple meter</p> <p>Melody The student will apply register, direction and progression.</p> <p>Pitch The student will use the staff to write and identify pitch both bass and treble clef. The student will identify step, leap, repeat, high and low sounds.</p> <p>Dynamics The student will use and identify various dynamic symbols in relation to expression, volume and terminology.</p>	<p>The 7th grade student will continue to use all the skills gained in 6th grade and apply them to specific pieces that were composed during the time periods being studied. In addition, the student will learn when and why certain notation was created.</p>	<p>The 8th grade student will continue to use all the skills gained in 6th and 7th grade and apply these to creating original music using available technology. Mood will also be emphasized.</p>

<p>The student will be able to listen critically.</p>	<p>The student will listen for repetition, familiarity, time elements, preference and prejudices.</p>	<p>The student listen for attention, repetition, familiarity, background knowledge, participation, auditory and visual approaches, time elements, preferences and prejudices.</p>	<p>The student will listen for all the reasons listed in 7th grade but also for mood and style.</p>
<p>The student will demonstrate knowledge of the various major styles and historical period in music and be able to apply this knowledge to other subjects.</p>		<p>The student will study the Baroque and Classical Periods.</p>	<p>The student will study the Romantic Period, Impressionism and Expressionism, 20th and 21st Century Popular Music.</p>
<p>The student will use various technologies to compose music.</p>	<p>The student will use programs such as Finale Notepad and Garageband to compose music given specific guidelines.</p>	<p>The student will use programs such as Finale Notepad and Garageband to compose music given specific guidelines.</p>	<p>The student will use programs such as Finale Notepad and Garageband to compose music given specific guidelines.</p>

I. BAROQUE PERIOD (1600-1750)

Students will explore. Identify and define:

1. CULTURAL /HISTORICAL/SOCIAL/RELIGIOUS ASPECTS

- a. Definition of Baroque (fancy, elegant, ornate)
- b. General Characteristics
 1. Age of great contrast
 2. Incredible scientific advanced alongside superstition and belief in witchcraft
 3. Extravagant luxury alongside dismal poverty
 4. Strong religious faith along side unprecedented secularism
 5. A rise in absolute monarches (Louis XIV)
 6. Emergence of a middle class society

2. Musical Forms / Styles

- a. Sacred
 1. oratorio
 2. chorale
- b. Secular
 1. Concerto grosso (Ripieno/concertino)
 2. Concerto (Cadenza)
 3. Cannon
 4. fugue
 5. toccata
 6. Dance music (gigue)
 7. opera
 - i. aria
 - ii. recitative
 8. suite
 9. conterpoint

3. Instruments

- a. Organ (Baroque pipe organ)
- b. Harpsichord
- c. String Orchestra
- d. Recorder
- e. Piano
- f. Clavier
- g. Oboe
- h. Bassoon
- i. Trumpet
- j. Flute

4. Instrument Tuning

- a. Instruments were tuned in a system in which the octave was divided into twelve equal tones (equal tempered tuning)

5. Composers

- a. Pachelbel
- b. Vivaldi
- c. Bach
- d. Handel
- e. Monteverdi

6. Historical/Cultural Personalities/Events
 - a. Colonization/Pilgrims
 - b. Michaelangelo
 - c. Shakespeare
 - d. Rembrandt
 - e. Sir Isaac Newton
 - f. Baroque Architecture
 - g. Salem witchcraft trials
 - h. Sir Francis Bacon

II CLASSICAL PERIOD (1750-1825)

Students will explore, identify, and define

I. CULTURAL/HISTORICAL/SOCIAL/RELIGIOUS ASPECTS

- a. Definition of Classical

1. Age of Enlightenment
2. Art history - art influenced by ancient Greek and Roman Styles
3. Balance and clarity
4. Realism, depth, perception in painting
5. Quest for knowledge and discovery (influence of Greek philosophers Plato and Aristotle)
6. Patronage system

2. MUSICAL FORMS/STYLES

- a. Sacred
 1. Mass
 2. Chorale
 3. Mozart's Requiem

- b. Secular
 - 1. Sonata
 - 2. Sonata allegro form
 - 3. Theme and variation
 - 4. Opera
 - 5. Symphony
 - 6. String quartet

3. COMPOSERS

- a. Haydn
- b. Mozart
- c. Early Beethoven

4. HISTORICAL/CULTURAL PERSONALITIES/EVENTS

- a. American Revolution
- b. French Revolution
- c. Napoleonic Era
- d. End of the Holy Roman Empire
- e. Fulton builds the steamboat
- f. War of 1812
- g. Whitney invents the cotton gin
- h. Boston tea party
- i. Bill of Rights / Constitution
- j. Declaration of Independence
- k. Industrial Revolution
- l. George Washington / Thomas Jefferson

III. ROMANTIC PERIOD (1829-1900)

Students will explore, identify, and define:

1. CULTURAL/HISTORICAL/SOCIAL/RELIGIOUS ASPECTS

- a. Define Romanticism
- b. General Characteristics
 1. Personal expression
 2. Emotionalism

2. MUSICAL FORMS/STYLES

- a. Art Song (lieder)
- b. Program music / symphonic tone poem
- c. Piano music – (character piece, rhapsody etc.)
- d. Incidental music
- e. Nationalism

3. COMPOSERS

- a. Later period of Beethoven
- b. Schubert
- c. Schumann (Robert and Clara)
- d. Brahms
- e. Chopin
- f. Liszt/Paganini
- g. Tchaikovsky
- h. Wagner
- i. Grieg

4. HISTORICAL/CULTURAL PERSONALITIES/EVENTS

- a. French Revolution
- b. Goethe
- c. Railroad Era
- d. Telegraph
- e. Edgar Allan Poe
- f. Mary Shelley (Frankenstein)
- g. Bram Stoker (Dracula)
- h. Death On A Pale Horse (Art)
- i. Alexander Graham Bell (telephone)
- j. Thomas Edison (phonograph)
- k. Henry Ford (motor car)

IV 20th CENTURY / CONTEMPORARY

Students will explore, identify, and define

1. CULTURAL/HISTORICAL/SOCIAL/RELIGIOUS ASP

- a. Nationalism(20th Century)
- b. Impressionism
- c. Expressionism
- d. Serialism (Tone Row)
- e. Chance Music
- f. Pointillism

2. GENERAL CHARACTERISTICS

- a. Nationalism
 - i. Patriotic Songs
 - ii. Folk Songs/Legends
- b. Impressionism - General Characteristics
 - i. Return to Nature
 - ii. Illusions/Dreamland
- c. Expressionism - General Characteristics
 - i. Immediate Reactions
 - ii. Individualism
- d. Serialism/Tone Row
 - i. Manipulation of Sound
 - ii. Systematic Patterns of Sound

3. MUSICAL FORMS/STYLES

- a. Nationalism
- b. Ballet
- c. Overture
- d. Symphonic Tone Poem
- e. Neo-Classicism
- f. Impressionistic Style
 - i. Suite
 - ii. Pentatonic / Whole Tone Scale
 - iii. Parallel Chords / Extended Chords
 - iv. Chord Clusters
 - v. Tone Color / Timbre
 - vi. Changing Meter
 - vii. Special Effects / Techniques with Instruments
 - a. Harmonics
 - b. Tremolo
 - c. Mutes are common instruments

g. Expression Style

- i. Fragments melody
- ii. Polytonality
- iii. Atonality
- iv. Poly rhythms
- v. Changing meters
- vi. Primitive rhythms
- vii. Focus on Rhythmic Accent
- viii. Untraditional rhythmic structure
- ix. Dissonance/Consonance
- x. Free form, untraditional

h. Surrealistic Style

- i. A technique of composition **NOT** style
 - ii. Tone Row System
- i. Chance Music**
- i. Music generated at random
 - ii. No clearly defined style

4. COMPOSERS

- a. Tchaikovsky
- b. Rimsky-Korsakoff
- c. Mussorgsky
- d. Grieg
- e. Debussy
- f. Ravel
- g. Stravinsky
- h. Schoenberg
- i. Cage
- j. Bartok

5 HISTORICAL/CULTURAL PERSONALITIES/EVENTS

- a. Wright Brothers
- b. Henry Ford
- c. Titanic
- d. World War I
- e. Women's Rights
- f. Discovery of Penicillin
- g. World War II
- h. Depression
- i. Holocaust
- j. Picasso
- k. Monet
- l. Eiffel Tower

V AMERICAN MUSIC

All students will explore, identify, define:

1. CULTURAL/HISTORICAL/SOCIAL/RELIGIOUS ASPECTS

- a. Civil War
- b. Jazz
- c. Musical Theater
- d. Popular Music

2. GENERAL CHARACTERISTICS

- a. Civil War
 - i. Origins / African influence
 - ii. Slave Trade / European Influence
 - iii. Civil War Songs/Folk Music (North/South/Slave)

- b. Jazz
 - i. Origins
 - 1. Field Hollers/Blues
 - 2. Call/Response Songs
 - 3. Spirituals/Gospel Songs
 - 4. Slave Trade Songs
 - 5. Underground Railroad influence on field songs
3. STYLES OF MUSIC
- a. Blues/Billie Holliday/Jelly Roll Morton
 - b. Ragtime/Scott Joplin
 - c. Dixieland/Louis Armstrong
 - d. Swing/Big Band/Duke Ellington/Count Basie
 - e. Cool Jazz – Dave Brubeck, Dizzy Gillespie
 - f. Be-Bop – Miles Davis
 - g. Symphonic – William Grant Steele, Aaron Copland, Leonard Bernstein
 - h. Musical theater
 - a. Origins
 - i. Minstrels
 - ii. Vaudeville
 - iii. Tin Pan Alley
 - iv. Broadway/Gershwin

4. POPULAR MUSIC

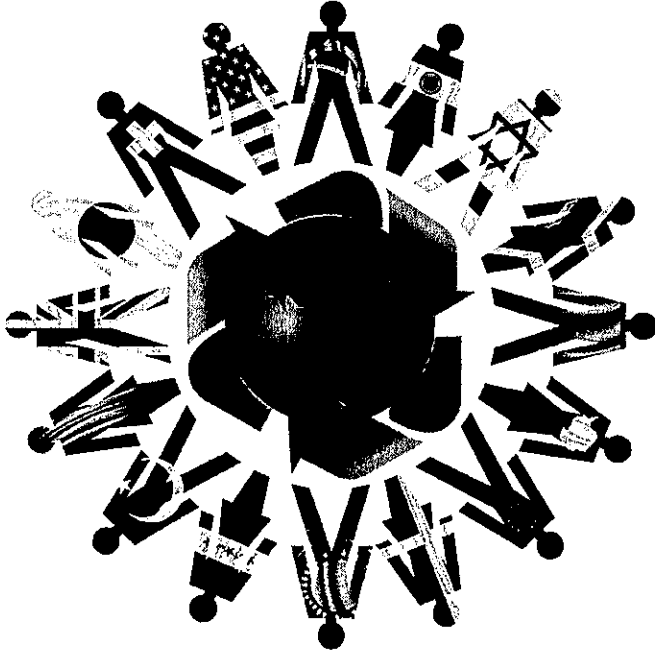
- a. 1890's-1910
 - i. Marches/Sousa
 - ii. Instrumental/Vocal Music
- b. 1920's-1930
 - i. Dance Music ("Flappers") Charleston
 - ii. Speak Easy Music/Prohibition Influence
 - iii. Ragtime/Dixieland
- c. 1930's-1940
 - i. Country-Western/Hank Williams
 - ii. Big Band - Dorsey Brothers, Benny Goodman
 - iii. Irving Berlin
 - iv. Crooners - Bing Crosby/Frank Sinatra
- d. 1940's-1950
 - i. World War II Influence
 - ii. Andrews Sisters
 - iii. Paul Whitman/Gershwin/Carnegie Hall
- e. 1950's-1960
 - i. Rock N' Roll
 1. A. Bill Haley
 2. Jerry Lee Lewis
 3. Buddy Holly
 4. Doo Wop / Platters
 5. Motown / Supremes
 6. Elvis Presley
 7. California Sound / Frankie Avalon, Pat Boone
 8. Dance Music / Twist - Chubby Checkers
- f. 1960's-1970
 - i. Civil Rights Movement songs
 - ii. Acid Rock

- iii. Folk Rock/Protest Songs – Peter, Paul and & Mary, Bob Dylan
- iv. California Sound / Beach Boys
- v. Heavy Metal / Jimmie Hendrix, Eric Clapton
- vi. British Influence / Beatles, Rolling Stones
- g. 1970's-1980
 - i. Shock Rock/Alice Cooper, Ozzie Osbourne
 - ii. Disco/ Donna Summer, Village People
 - iii. Punk Rock
 - iv. Experimental Rock/Kiss, AC/DC
 - v. Electronic Music
 - vi. Rhythm and Blues
 - vii. Reggae
- h. 1980's-1990
 - i. Cult influence
 - ii. Soft Rock
 - iii. New Wave
 - iv. Rock Opera
- i. 1990's-2000
 - i. Rap
 - ii. Alternative
 - iii. Female Divas (Madonna)
 - iv. Hip-Hop
 - v. Vocal harmonic groups (N'Sync, Backstreet Boys, Boys2Men)

RESOURCE MATERIALS

1. The following materials may be used when appropriate:

- Activity Masters
- Classroom Management/Special Learner
- Evaluations
- Gifted and Talented
- Kodaly
- Orff
- Multi-cultural
- Music k-8 Magazine
- 6th, 7th, & 8th Grade Resource packet and audio tapes
- Internet connection
- Video and CDs
- You Tube
- Apple Computer
- Notation Software
- Keyboards
- Orff Instruments
- Various percussion instruments



Units/Topics of Study



**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music
GRADE: 6-8
UNIT TOPIC / CONCEPT: Music Notation
STANDARD(S) 1.1, 1.3

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>Students will gain working knowledge of rhythm.</p>	<p>Use and recognize the following notes and rests: sixteenth, eighth, quarter, half, whole as well as dotted notes and triplets.</p> <p>Read and recognize beats, fast or slow, ritardando, accelerando.</p> <p>Use and identify simple meter.</p> <p>Perform simple and complex rhythmic compositions on percussion</p>	<ul style="list-style-type: none"> • Computers • Notation software • Composition software • Rhythmic compositions • Percussion instruments 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Teacher created assessment • Student critique and classroom discussion 	<ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Content related vocabulary ○ Verbal and written critique • Mathematics <ul style="list-style-type: none"> ○ Counting ○ Fractions (breakdown of note values) • Technology <ul style="list-style-type: none"> ○ Use of current notation and composition software ○ Continued familiarity with current operating systems

	instruments.			
Students will gain working knowledge of melody.	<p>Apply register, direction, and progression.</p> <p>Use the staff to write and identify pitch both bass and treble clef.</p> <p>Identify step, leap, repeat, high and low sound.</p> <p>Perform simple and complex melodies vocally, or on instruments</p>	<ul style="list-style-type: none"> • Computers • Notation software • Composition software • Melodic compositions • Instruments 		
Students will gain working knowledge of dynamics.	Apply various dynamics terminology in performance situations.	<ul style="list-style-type: none"> • Computers • Notation software • Composition software • Melodic compositions • Instruments 		

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music

GRADE: 6-8

**UNIT TOPIC / CONCEPT: Music History
STANDARD(S) 1.2, 1.3, 1.4**

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	<ul style="list-style-type: none"> • Lecture on Baroque, Classical and Romantic Periods • Performance, of musical pieces from time periods • Videos of composers • Composition based on techniques used by various composers of each time period • Various worksheets • Listening of 	<ul style="list-style-type: none"> • Computers • Off Instruments • CD's • Composition Software • Composer Videos 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Teacher created assessment • Student created products 	<p>Students will identify various US History and World Events to Music History</p> <p>Students will correlate how culture affect music.</p> <p>Students will recognize the correlations between Music and Art History</p> <p>Students will apply various Language Arts skills to write and then interpret the written composition to a musical composition</p> <p>Students will incorporate technology in the classroom by using various computer programs applicable to their objectives.</p>

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: General Music

GRADE: 6-8

UNIT TOPIC / CONCEPT: Composition

STANDARD(S): 1.1, 1.3, 1.4

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<ul style="list-style-type: none"> • Rhythm <p>Student will learn the basic elements of rhythmic notation.</p>	<p>The student will use and recognize the following notes and rests: sixteenth, eighth, quarter, half, whole as well as dotted notes and triplets.</p> <p>The student will read and recognize beats, fast or slow, ritardando, accelerando.</p> <p>The student will use and identify simple meter</p>	<p>For all Objectives-</p> <ul style="list-style-type: none"> • Composition software • Various available instruments • Worksheets • Projector • Computers/Laptops • Staff Paper • Writing Utensils 	<p>For all Objectives-</p> <ul style="list-style-type: none"> • Teacher observation • Rubrics • Student critique and discussion. 	<p>For all Objectives-</p> <ul style="list-style-type: none"> • Mathematics: Students will use counting and past knowledge of fractions to better understand rhythm. • Technology: Students will use applicable computer programs to assist them with composing. • Language Arts: Students will verbalize and write their critique of given music. Compare form of music to forms in poetry.
<ul style="list-style-type: none"> • Melody <p>Students will learn the basic elements of melody.</p>	<p>The student will apply register, direction, and progression.</p> <p>The student will use the staff to</p>			

<p>write and identify pitch both bass and treble clef.</p> <p>The student will identify step, leap, repeat, high and low sound.</p>		
<p>The student will analyze live and recorded performances in relation to various elements in historical periods.</p> <p>The student will be able to self-critique performances and student created products using a teacher created rubric.</p>		
<p>The student will be able to understand various forms including AAB, ABA, Verse-Refrain.</p> <p>The student will</p>		
<ul style="list-style-type: none"> • Critique <p>Student will have opportunities to analyze the performances and creations of themselves and others.</p>		
<ul style="list-style-type: none"> • Form <p>Student will gain a working knowledge of various musical forms.</p>		

	<p>be able to create music that follows a given form.</p> <p>The student will be able to identify the form of a piece they listen to.</p>			
<ul style="list-style-type: none">• Performance <p>Student will be able to perform their compositions for their peers based on their abilities.</p>	<p>The student will perform their written composition for the class, where possible, based on abilities.</p>			

