



Howell Township Public Schools
General Music Curriculum Guide
Grades 6-8

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Acknowledgements

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Denise Holtz

Chrissy Anderson-Remo- Assistant Principal of Memorial School, Fine Arts Supervisor

Table of Contents

- Introduction
- Philosophy
- Methods of Evaluation
- Cumulative Progress Indicators (CPI)
- Scope and Sequence
- Instructional Guide

Introduction

Howell Township is a suburban community between two large metropolitan areas; New York City and Philadelphia. It is a culturally diverse community. Education is valued and excellence is expected.

Music is a cycle class for 6th and 7th grade students and an elective for 8th grade. The music classes in the middle school provides students with the opportunity to create and perform music as well as create multimedia presentations. It also provides them with a background in music history that will impart the foundation of modern music.

We believe that the needs of our students can only be met through an eclectic curriculum where one method of teaching does not predominate, but all valid methods are accepted in order to further music education.

The following is the objectives that will drive this curriculum.

- Students will demonstrate an appreciation and knowledge for music history
- Students will be able to develop the skills necessary for listening critically
- Students will demonstrate the ability to write music
- Students will demonstrate the ability to read music
- Students will gain experience performing individually and in small groups
- Students will be able to use technology to create and arrange music
- Students will be able to use technology to create a multimedia presentation

Philosophy of Music Education

The ultimate goal of the Howell Township Middle School Music Curriculum is to develop the skills and creative abilities of ALL CHILDREN! Throughout life, people have needed a 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.

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.

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 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. These experiences are best accomplished through opportunities to critique, compose, perform, and use music technology. The process of making and experiencing music is important for the child because it includes fundamentals of learning, knowledge, comprehension, application, analysis, synthesis and evaluation.

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

Methods of Evaluation

- Self-Evaluation
- Rubric for performances and projects
- Tests & Quizzes
- Narrative evaluation

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 Standard	CPI#	Cumulative Progress Indicator (CPI)
8	Note: By the end of grade 8 those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.		
	Common, recognizable musical forms often have characteristics related to specific cultural traditions.	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.
	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.	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.

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 Standard	CPI#	Cumulative Progress Indicator (CPI)
8	Note: By the end of grade 8, all students demonstrate in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE OR VISUAL ART.		
	Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre and visual art that were caused by the creation of new technologies.
	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	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.
	The arts reflect cultural morays and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

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

By the end of grade	Content Standard	CPI#	Cumulative Progress Indicator (CPI)
8	Note: By the end of grade 8 those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.		
	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.
	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
	Stylistic considerations vary across genres, cultures, and historical eras.	1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to performance of written scores in the grand staff.
	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	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	A. Aesthetic Responses

By the end of grade	Content Standard	CPI#	Cumulative Progress Indicator (CPI)
8	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.		
	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre and visual art.
	Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music theatre and visual art that are used for utilitarian and non-utilitarian purposes.
	Performance technique in dance, music theatre and visual art varies according to historical era and genre.	1.2.8.A.3	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.
	Abstract ideas may be expressed in works of dance, music, theatre and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs or values.
	Symbolism and metaphor are characteristics of art and art-making.	1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music , theatre and visual art.
	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.	1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

	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.
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SCOPE AND SEQUENCE GENERAL MUSIC GRADES 6-8

Objective	6 th Grade	7 th Grade	8 th Grade
<p>The Student will be able to read and write music. Standards NJ 1.2, 1.3, 1.5/NS 1, 2, 3, 4, 5)</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 will 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</p>	<p>The 7th grade student will expand on the concepts learned in 6th grade, and apply these skills in simple and advanced compositions.</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. Students will create a multimedia presentation. Mood will also be emphasized.</p>

	to expression, volume and terminology.		
The student will be able to listen critically.(Standards NJ 1.1, 1.4, 1.5/NS 6, 7, 8, 9)	The student will listen for repetition, familiarity, time elements, preference and prejudices.	The student listen for attention, repetition, familiarity, background knowledge, participation, auditory and visual approaches, time elements, preferences and prejudices.	The student will be able to listen critically and provide constructive critique of various music projects.
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.(Standards NJ 1.1, 1.4, 1.5/NS 6, 7, 8, 9)		The student will be exposed to the Baroque and Classical Periods.	The student will be exposed to various popular music styles.
The student will use various technologies to compose music. (Standards NJ 1.1, 1.2, 1.3, 1.4/NS 2, 3, 4, 5, 7, 8)	The student will use programs such as Finale Notepad, Musescore, Noteflight and Garageband to compose music given specific guidelines.	The student will use programs such as Finale Notepad, Musescore, Noteflight and Garageband to compose music given specific guidelines.	The student will use programs such as Finale Notepad, Musescore, Noteflight, Garageband, and iMovie to create multimedia presentations.

General Music Standards 1.1		Grade 6-8
<p>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.</p>		
Essential Question	Enduring Understanding	
How do underlying structures guide the creation of music?	Underlying structures in music can be found via analysis and inference.	
Grade Level Standards	Classroom Applications	
<p>1.1.6-8.B.1</p> <p>1.1.6-8.B.2</p>	<p>6th Grade</p> <ul style="list-style-type: none"> • Rhythm <ul style="list-style-type: none"> ○ The student will use and recognize the following notes and rests: sixteenth, eighth, quarter, half, whole as well as dotted notes. ○ The student will read and recognize beats, fast or slow, ritardando, accelerando. ○ The student will use and identify simple meter • Melody <ul style="list-style-type: none"> ○ The student will apply register, direction, and progression. ○ The student will use the staff to write and identify pitch with treble clef. ○ The student will identify step, leap, repeat, high and low sound. <p>7th Grade</p> <ul style="list-style-type: none"> • The 7 grade student will expand on the concepts learned in 6 grade, and apply these skills in simple and advanced compositions. 	

	<p>8th Grade</p> <ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Teacher observation • Rubric • Teacher created assessment • Student created products 	
Resources	
<ul style="list-style-type: none"> • http://www.nj.gov/education/aps/cccs/arts/ • Orff instruments • Percussion instruments • Keyboards • Computers • Notation software • Garageband • iMovie 	

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 Question	Enduring Understandings	
How does music of the past influence music of the present?	The tonalities, chord progressions, forms, and voice leading practices of composers have evolved through all periods of music history.	
Grade Level Standards	Classroom Applications	
1.2.6-8.A.1 1.2.6-8.A.2 1.2.6-8.A.3	The student will study periods of music history from the Baroque period to present.	
Measures of Understanding		
<ul style="list-style-type: none"> • Teacher observation • Rubric • Teacher created assessment • Student created products 		

Resources

- <http://www.nj.gov/education/aps/cccs/arts/>
- 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 Question	Enduring Understanding	
How does the student gain a greater understanding of music through performance?	Through performing music, students will understand the music elements and the application to performing music.	
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		
<ul style="list-style-type: none"> • Teacher observation • Rubric 		

- Teacher created assessment
- Student created products
- Student performances

Resources

- <http://www.nj.gov/education/aps/cccs/arts/>
- 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 Question

Enduring Understandings

Why is critiquing music important?

The critical processes of observing, describing, interpreting, and evaluating music leads to a greater understanding of music and its elements.

Grade Level Standards

Classroom Applications

1.4.6-8.A.1

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

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.nj.gov/education/aps/cccs/arts/>
- Orff instruments
- Percussion instruments
- Keyboards
- Computers
- Notation software
- Garageband