

**COURSE TITLE:**

VOCAL/GENERAL MUSIC  
GRADE 7

**SCHOOLS:**

PIERREPONT SCHOOL  
UNION SCHOOL

RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Pierrepont School & Union School  
Rutherford, NJ  
VOCAL/GENERAL MUSIC GR. 7  
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

*“Life without music would be a mistake.”*

Friedrich Nietzsche (1844-1900)

**Music** is a subject that touches every aspect of learning and affects every aspect of life. The purpose of music in the middle school is to develop an appreciation of the scope and importance of music as students are exposed to various styles, genres and cultures. Students need to become active listeners and participants in all areas of music, both on and off of the stage, and in and out of the classroom.

In the middle school, we strive to enhance students' enjoyment of music, the appreciation of music as a means of expression, and the acquisition of the skills needed to identify the basic elements of music. Students develop a respect for the performance as well as the performer. To this end, students are provided with many academic activities as well as performance options. These opportunities help them to connect their learning to real world experience and begin a life-long journey as supporters of the arts.

This course will provide an introduction to music history and an appreciation of Western European composers and their music.

## OBJECTIVES

### A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS

*For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers, please visit the following website:*

<http://www.state.nj.us/education/cccs/>

### 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.

#### 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.

#### STANDARD 1.3

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**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.

**TECHNOLOGY**

**STANDARD 8.1**

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

**21<sup>st</sup> CENTURY LIFE and CAREERS**

**STANDARD 9.2**

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:** Review career goals and determine steps necessary for attainment

**CAREER READY PRACTICES**

**CRP1:** Act as a responsible and contributing student

**CRP2:** Apply appropriate academic and technical skills

**CRP3:** Attend to personal health and well-being

**B. COURSE OUTLINE**

*All standards cited in course outline are through Grade 8.*

Students will advance their music knowledge and understanding of music history and music appreciation. Students will experience the relevance, connection and integration of these to present day music.

- **History**

Students will be exposed to music and composers of the Medieval, Renaissance, Baroque, and Classical periods. Examples of monophonic, homophonic, and polyphonic music will be discussed. Students will review lines and spaces of the treble clef and be introduced to the lines and spaces of the bass clef.

- **Appreciation**

Through active listening, students will discern music from different time periods and will be able to compare music of these time periods to contemporary music. Students will gain insight into the personal struggles of various composers and the impact of their music on society.

- **Technology**

Students will have access to computers, CD's, the Internet, and other technologies to accompany lessons as deemed appropriate.

**3. PROFICIENCY LEVELS**

This course is designed for all students in grade 7. Students are expected to develop an understanding of the impact of Classical Western European Music past and present.

**4. METHODS OF ASSESSMENT**

- **Student Assessment**

The teacher will provide a variety of assessments, including:

- Student critique
- Class participation
- Tests, quizzes
- Projects (group and individual)
- Homework
- Participation in various performance activities

- **Teacher/Curriculum Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the music program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluations/PDP
- Supervisor/principal evaluations
- Suggestions for changes to supervisor

## **5. GROUPING**

This course is designed for students in grade 7.

## **6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

This course is designed to meet twice per week for one-third of the academic year.

## **7. RESOURCES**

Teacher developed hanouts, tests and assignments, CD ROMS, DVD's, videos, assorted relative recordings, computer websites, and music history software.

## **8. METHODOLOGIES**

- Lecture
- Discussion
- Cooperative learning
- Homework assignments
- Guided questions
- Research
- Note-taking

## **9. SUGGESTED ACTIVITIES**

- Listen to and analyze representative literature.
- Read and discuss the lives of composers and their relationship to the period
- View DVD's and videos
- Class discussion

- Group and individual projects
- Interdisciplinary activities
- Choir and band are offered and encouraged for all students in grade 7.

## **10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments



### Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## **11. INTERDISCIPLINARY CONNECTIONS**

- Social Studies – correlation to historical events
- Technology – use of computers and the Internet for research
- English – reinforcement of reading skills
- World Language – exposure to music of other cultures
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## **12. PROFESSIONAL DEVELOPMENT**

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### 13. CURRICULUM MAP – Vocal/General Music Gr. 7

<i>Class</i>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Gr. 7 Vocal/General Music</b>	Lines & Spaces - Treble clef - Bass clef  Notation - review note values	Middle Ages  Lines & Spaces - Bass clef  Evolution of Staff - medieval to current - nuances	Middle Ages  Gregorian Chant Critique Process - instrumentation - lyrics - melody  Renaissance Period - characteristics - sacred music - secular music - instrumental music	Renaissance Period - secular music - instrumental music  Baroque Period - characteristics  J.S. Bach - biography and pieces written - fugue	Baroque Period  J.S. Bach - student presentations  George F. Handel - biography	Baroque Period  George F. Handel - biography - music written  Antonio Vivaldi - song analysis

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Classical Period  - characteristics - creation of symphony - addition of brass and percussion - addition of concert hall -public support of music  Joseph Haydn - “Surprise Symphony”	Classical Period  Ludwig Van Beethoven - life and music - 5 <sup>th</sup> symphony - deafness and blindness	Classical Period  Beethoven - collage presentations by students  Wolfgang Amadeus Mozart - biography and music - innate ability vs. learned skill	Classical Period  Wolfgang Amadeus Mozart - jealousy and greed - performer not businessman  Review of orchestral instruments	Program Music (Seasonal)  - Danse Macabre - Nutcracker Suite - Sorcerer’s Apprentice - Peter and the Wolf - Barber of Seville	- review songs from student repertoire - music jeopardy -suggestions for next year