

COURSE TITLE:

VOCAL/GENERAL MUSIC
GRADE 8

SCHOOLS:

PIERREPONT SCHOOL
UNION SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Pierrepont School & Union School
Rutherford, NJ
VOCAL/GENERAL MUSIC GR. 8
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 the student with an understanding and appreciation of 20th century music. Students will focus on American music and composers of the 20th century.

2. 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 21st Century Life and Careers, please visit the following website:

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

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

21st 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 knowledge and understanding of music from the 20th century with a focus on American music and its impact on society.

- **History**

Students will be exposed to various styles that may include gospel, folk, blues, jazz and rock, and musical theater.

- **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, DVD's, videos, the Internet and other technologies to accompany lessons as deemed appropriate.

3. PROFICIENCY LEVELS

This course is designed for all students in grade 8. Students are expected to develop an understanding of the impact of American music on society 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

➤ Curriculum/Teacher Assessment

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

- Teacher/departamental 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 8.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Students in grade 8 have music twice weekly for a minimum of one-quarter.

7. RESOURCES

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

8. METHODOLOGIES

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

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
- Choir and band are offered and encouraged for all students in grade 8.

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
- Foreign Language – exposure to music of other cultures
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- 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. 8

Class	Week 1	Week 2	Week 3	Week 4	Week 5
Gr. 8 Vocal/General Music	Music of the decades - Specific characteristics - Use and misuse of music - Gender bias	Marketing music - Analysis of colors, graphics, fonts - Gender and age - Stereotypes	Marketing music - Create original CD cover - Marketing issues of the past, payola scandal	Payola scandal - FCC, government intervention - Role play of payola scandal payoffs	Beatles - Life and music of John Lennon - Compare songs of early and later years

Class	Week 6	Week 7	Week 8	Week 9
Gr. 8 Vocal/General Music	Beatles - Influence on movies <i>Yellow Submarine</i> , <i>Help</i> , <i>Hard Days Night</i> - Life and Music of Paul McCartney Paul's "death" - Influences by outside forces of society	Beatles - Life and music of George Harrison and Ringo Starr - Contributions by the group - Group breakup	Music of the 1950s - Characteristics of the decade - Life and music of Bill Haley and the Comets and Fats Domino - Compare pop songs of the 1950's to blues and jazz songs of the 1950's	Music of the 1950's - Life and music of Little Richard and Jerry Lee Lewis - Segregation in the music industry