

## 7th Grade General Music

### Unit Title: Rhythm and Melody

#### Stage 1: Desired Results

#### Standards & Indicators:

#### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Anchor Standard 2: Organizing and developing ideas.

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

Anchor Standard 3: Refining and completing products.

- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

#### **2020 1.2 Media Arts Standards**

- **1.2.8.Cr1a:** Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- **1.2.8.Cr1b:** Organize and design artistic ideas for media arts productions.
- **1.2.8.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **1.2.8.Cr2a:** Organize and design artistic ideas for media arts productions.

#### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school

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courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### Central Idea/Enduring Understanding:

- Music is embedded in the celebrations and storytelling of all cultures.
- Historical periods can be defined by musical style and genre.
- Music has structure.
- Music can be performed at any time using various methods to create sound.
- The elements of music are combined in unlimited and various ways to create meaning and emotion.
- Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics).
- Technology impacts the creation and performance of music.

### Essential/Guiding Question:

- What is the beat in music?
- How do different meters and time signatures change the sound and performance of music?
- Why is it important to understand the elements of music?
- Why is it important to understand the elements of music?
- Why is it important to have a system for recording music?
- How are musical symbols derived and what are their functions?
- How does technology assist in the writing and recording of music?

### Content:

- Rhythm
- Rhythmic Notes
- Beat
- Metronome
- Sequence
- Major/ minor
- Pitch
- Pitched Notes
- High and Low

### Skills(Objectives):

- Analyze and define what a time signature is and its purpose.
- Define the mathematical components of Whole, Half, Quarter, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Triplet notes and Corresponding Rests.
- Define, label and perform patterns including Whole, Half, Quarter, Eighth, and Sixteenth Notes and Rests.

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<ul style="list-style-type: none"> <li>• 4/4 time signature</li> <li>• Harmony</li> <li>• Tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately perform rhythmic patterns.</li> <li>• Accurately read and perform melodic patterns.</li> <li>• Demonstrate the 2/4, 3/4, 4/4, and 6/8 meters through the use of strong beat.</li> <li>• Notate simple rhythms from dictated examples.</li> <li>• Properly perform dynamic and tempo changes within musical examples</li> <li>• Pronounce, label and define Dynamic and Tempo markings.</li> </ul>
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### Interdisciplinary Connections:

Computer Science and Design Thinking: 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

English Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Comprehensive Health and Physical Education 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

#### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance
- Digital Music Performance

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Participation in class discussions and meter identification exercises.
- Accuracy of note and rhythm identification on written examples.
- Accuracy of written rhythmic dictation exercises.

#### Resources:

- Music books
- Music Recordings
- Optional Drums, or other unpitched instruments
- Websites: Chrome Music Lab; Edu.BandLab.com

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<ul style="list-style-type: none"> <li>• Accuracy of Digital Music creation.</li> <li>• Teacher evaluation of in-class performances.</li> <li>• Self-evaluation of in-class performances.</li> </ul>	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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		ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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### Unit Title: Introduction to Active Listening

#### Stage 1: Desired Results

#### Standards & Indicators:

#### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 7: Perceiving and analyzing products.

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

Anchor Standard 8: Applying criteria to evaluate products.

- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting intent and meaning.

- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

#### **2020 1.2 Media Arts Standards**

- **1.2.8.Cr2b:** Critique plans, prototypes and production processes considering purposeful and expressive intent.

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- **1.2.8.Cr3a:** Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- **1.2.8.Pr5a:** Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem-solving, collaborative communication) through performing various roles in producing media artworks.
- **1.2.8.Pr6a:** Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

### **Central Idea/Enduring Understanding:**

- There are many different genres and styles of music, each with its own norms and characteristics.
- Certain musical groups (chorus, band, orchestra, rock band) have become standardized and can be identified by careful listening.
- Composers and performers try to make a connection to the listener through music and we as listeners can get a deeper appreciation of the music we hear by being sensitive to this connection.
- Each musical instrument has its own characteristic sound, and a composer makes choices to use each instrument in a specific way.

### **Essential/Guiding Question:**

- Why does a composer write music?
- Why do people perform music?
- What are the differences between chorus, orchestra, band and other ensembles?
- What factors influence a composer to select specific instruments or voices when writing music?
- How can I describe a piece of music using proper vocabulary?



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<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Ensemble</li> <li>• Vocal Quality</li> <li>• Instrument Families</li> <li>• Timbre</li> <li>• Careers in music: singer, director, composer, costumer, lighting and technical designer, sound technician, cameraman, editor</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Characterize instruments into families and describe their characteristics.</li> <li>• Describe music at a basic level using appropriate vocabulary.</li> <li>• Listen to and watch Baroque and Classical works making connections to the effects of the works on the world past and present.</li> <li>• Explore a composer's intentions when attempting to use music to tell a story or convey a feeling.</li> <li>• Differentiate between common types of instrumental and vocal ensembles from the Baroque and Classical period.</li> <li>• Aurally distinguish between various instruments and ensembles.</li> <li>• Aurally distinguish between various types of digital enhancements to music and sound.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>English Language Arts</b>            NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.            RI.7.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.7.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Mathematics</b>            7.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.</p> <p><b>Science</b>            MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.</p> <p><b>World Language</b>            7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.            7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).            7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Formative Assessment</li> </ul>	<p><b><u>Other Evidence:</u></b></p>

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<ul style="list-style-type: none"> <li>• Performance</li> <li>• Self-Assessment</li> <li>• Pitch Awareness</li> <li>• Participation</li> <li>• End-of-Marking Period Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Class-Work Review</li> <li>• Teacher Observation</li> <li>• Group &amp; Cooperative Work</li> <li>• Performance</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Participation in class discussions and meter identification exercises.</li> <li>• Accuracy of note and rhythm identification on written examples.</li> <li>• Accuracy of written rhythmic dictation exercises.</li> <li>• Reflections given after listening and observing major baroque and classical works shared verbally or through projects.</li> <li>• Teacher evaluation of in-class performances.</li> <li>• Self-evaluation of in-class performances.</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Sheet music</li> <li>• Music Recordings</li> <li>• Optional Drums, or other unpitched instruments</li> <li>• Websites: Chrome Music Lab; Edu.BandLab.com</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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<ul style="list-style-type: none"> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<p>Present Information</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<p>Media to Present Information</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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### **Unit Title: Sound Production–My Body is an Instrument**

#### **Stage 1: Desired Results**

#### **Standards & Indicators:**

#### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 7: Perceiving and analyzing products.

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
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- 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
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- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

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- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **2020 1.2 Media Arts Standards**

- **1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- **1.2.8.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- **1.2.8.Cn10a:** Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

### **Central Idea/Enduring Understanding:**

- Just like a guitar or violin uses vibrating, or quickly moving, strings

### **Essential/Guiding Question:**

- What exactly is a voice and where does it come from?

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<p>to make music, humans use vibrating body parts to make sounds.</p> <ul style="list-style-type: none"> <li>• Many internal systems work together to create sound.</li> <li>• As you grow your voice changes with you.</li> <li>• Vocal sounds can be manipulated through mouth shape.</li> <li>• The body can be used to create music in a variety of ways.</li> <li>• Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics).</li> <li>• Technology impacts the creation and performance of music.</li> </ul>	<ul style="list-style-type: none"> <li>• How is music used as a form of communication?</li> <li>• Can music bring about societal change?</li> <li>• How can I manipulate the sound I create?</li> <li>• What are some issues current singers face with their voice?</li> <li>• How can I damage my voice? How can I heal my voice?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Sound waves</li> <li>• Vibration</li> <li>• Inner ear</li> <li>• Pitch</li> <li>• Volume</li> <li>• Vocal folds</li> <li>• Trachea</li> <li>• Science</li> <li>• Larynx</li> <li>• Body Percussion</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Explore the processes behind the creation of vocal sound.</li> <li>• View a scope that explores a singer's vocal folds.</li> <li>• Defend or deny the thought that the human voice is a powerful instrument.</li> <li>• Participate in group vocal exploration.</li> <li>• Manipulate the sound of the voice to create nasal, bright, dark and heavy qualities.</li> <li>• Create an original piece of music using only the body.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>English Language Arts</b>  NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  RI.7.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI.7.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Mathematics</b>  7.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.</p> <p><b>Science</b>  MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.</p>	

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### World Language

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Formative Assessment
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

#### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Performance

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Participation in class discussions.
- Accuracy of note and rhythm identification on written examples.
- Accuracy of written rhythmic dictation exercises.
- Accuracy of explanation of sound creation.
- Teacher evaluation of in-class performances.
- Self-evaluation of in-class performances.

#### Resources:

- Music Recordings
- Websites: Chrome Music Lab; youtube.com

#### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

#### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

#### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

## 7th Grade General Music

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::  Extended time  Provide visual aids  Repeated directions  Differentiate based on proficiency  Provide word banks  Allow for translators, dictionaries</p>

### **Unit Title: Ukulele**

#### **Stage 1: Desired Results**

#### **Standards & Indicators:**

#### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 2: Organizing and developing ideas.

- 1.3D.12nov.Cr2a: Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

Anchor Standard 3: Refining and completing products.

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- 1.3D.12nov.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3D.12nov.Pr4a: Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- 1.3D.12nov.Pr5a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

Anchor Standard 6: Conveying meaning through art.

- 1.3D.12nov.Pr6a: Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.

Anchor Standard 7: Perceiving and analyzing products.

- 1.3D.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.

Anchor Standard 8: Interpreting intent and meaning.

- 1.3D.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).

Anchor Standard 9: Applying criteria to evaluate products.

- 1.3D.12nov.Re9a: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

### **2020 1.2 Media Arts Standards**

- **1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- **1.2.8.Cn11a:** Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- **1.2.8.Cn11b:** Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities

## 7th Grade General Music

in community development and the quality of life in a variety of cultures.

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● Instrumental performance is mental and physical as well as academic, aesthetic and creative.</li> <li>● Developing musicianship skills requires ongoing self-reflection and critique.</li> <li>● The elements of music are combined in unlimited and various ways to express meaning and emotion.</li> <li>● Every individual contributes to the quality of an ensemble performance.</li> <li>● Technology impacts the creation and performance of music.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● How does good technique affect performance quality?</li> <li>● How does instrument care effect personal performance?</li> <li>● How do proper posture and playing position contribute to sound production?</li> <li>● Can accomplishing new skills through repetition increase performance ability?</li> <li>● Does personal practice benefit ensemble performance?</li> <li>● Why is sight reading an important skill for musicians to acquire?</li> <li>● How does the anatomy of an instrument determine its sound?</li> <li>● What fine and gross motor skills are required to play an instrument?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Beat</li> <li>● Rhythm</li> <li>● Tab</li> <li>● Chords</li> <li>● Ukulele chord diagram</li> <li>● Parts of the ukulele</li> <li>● Select 3, 4, and 5 chord popular songs</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Exhibit proper playing posture in a variety of environments.</li> <li>● Explain the relationship between good posture and performance quality.</li> <li>● Identify the parts of the ukulele using appropriate terminology.</li> <li>● Explain and demonstrate the proper care of the instrument.</li> <li>● Explain the differences and similarities between the ukulele and other instruments.</li> </ul>



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	<ul style="list-style-type: none"> <li>● Use proper hand placement for optimal fluency between notes.</li> <li>● Demonstrate correlations between melodic notes and finger placement.</li> <li>● Become comfortable performing individually and in small groups.</li> <li>● Demonstrate the ability to synthesize basic musicianship skills to sight reading.</li> <li>● Appropriately respond to the performances of others.</li> </ul>
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### Interdisciplinary Connections:

#### **English Language Arts**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.7.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### **Mathematics**

7.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.

#### **Science**

MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.

#### **World Language**

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

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### Stage 2: Assessment Evidence

#### Performance Task(s):

- Formative Assessment
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

#### Other Evidence:

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- Teacher Observation
- Group & Cooperative Work
- Performance

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### Resources:

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<ul style="list-style-type: none"> <li>• Participation in class discussions and meter identification exercises.</li> <li>• Accuracy of note and rhythm identification on written examples.</li> <li>• Participation in class discussions relating to careers in music and labeling the ukulele.</li> <li>• Tabbing through songs together and alone or in small groups.</li> <li>• Teacher evaluation of in-class performances.</li> <li>• Self-evaluation of in-class performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Sheet Music</li> <li>• ukuleles</li> <li>• Music Recordings</li> <li>• Optional Drums, or other unpitched instruments</li> <li>• Websites: <a href="http://littlekidsrock.org">littlekidsrock.org</a>, <a href="http://youtube.com">youtube.com</a></li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might</p>

## 7th Grade General Music

		<ul style="list-style-type: none"> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<p>include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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### Pacing Guide

Course Sections	Resource	Standards
<b>Rhythm and Melody</b>	<b>Websites; Media; Textbooks</b>	<b>2020 NJSLS – Visual and Performing Arts</b>
2 Class Sessions	<ul style="list-style-type: none"> <li>• Sheet Music</li> <li>• Music Recordings</li> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• Kjos Excellence in Theory</li> <li>• Alfred's Essentials of Music Theory</li> <li>• Littlekidsrock.org</li> </ul>	1.3A.8.Cr1a 1.3B.12prof.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3B.12prof.Cr2b 1.3A.8.Cr3b 1.3B.12prof.Cr3b 1.3A.8.Pr4b 1.3A.8.Pr4c
<b>Introduction to Active Listening</b>		
2 Class Sessions	<ul style="list-style-type: none"> <li>• Sheet music</li> <li>• Music Recordings</li> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• Kjos Excellence in Theory</li> <li>• Alfred's Essentials of Music Theory</li> <li>• YouTube.com</li> </ul>	1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3C.12prof.Re7a 1.3C.12prof.Re7b 1.3A.8.Re8a 1.3A.8.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a

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Sound Production–My Body is an Instrument		
9 Class Sessions	<ul style="list-style-type: none"> <li>• Music Recordings</li> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiment s.com</li> <li>• YouTube.com</li> <li>• TeachRock.org</li> </ul>	1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3C.12prof.Re7a 1.3C.12prof.Re7b 1.3A.8.Re8a 1.3A.8.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a
Ukulele		
10 class sessions	<ul style="list-style-type: none"> <li>• Sheet music</li> <li>• Ukuleles</li> <li>• Music Recordings</li> <li>• Littlekidsrocks.org</li> <li>• Youtube.com</li> </ul>	1.3D.12nov.Cr2a 1.3D.12nov.Cr3a 1.3D.12nov.Pr4a 1.3D.12nov.Pr5a 1.3D.12nov.Pr6a 1.3D.12nov.Re7a 1.3D.12nov.Re8a 1.3D.12nov.Re9a 1.3D.12nov.Cn10a 1.3D.12nov.Cn11a