

## Pine Hill Public Schools Curriculum

Content Area:		<b>Music</b>	
Course Title/ Grade Level:		Grade 7	
Unit 1:	Note Reading and Performance	Weeks:	Full marking period
Unit 2:	Romantic Time Period	Weeks:	Full marking period
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Note Reading and Performance		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Music Grade 7		<b>Length of Time:</b> full marking period
<b>Pacing</b>	Marking period long unit	
<b>Essential Questions</b>	What do the symbols in rhythmic and pitch notation sound like? How do we convert the symbols into music?	
<b>Content</b>	<ul style="list-style-type: none"> <li>-whole, half, dotted half, quarter, eighth, and sixteenth notes and rests</li> <li>-treble clef note names</li> <li>-ties and slurs, D.C. al Fine, repeat sign, time signatures, double bar line</li> <li>-keyboard skills</li> <li>--music vocabulary</li> </ul>	
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Identify, sing, clap and play on tone chimes, boomwhackers, keyboards and Orff instruments a variety of songs and exercises using all note values up to and including 16<sup>th</sup> notes as written on the treble clef.</li> <li>2. Conduct, sing and play various songs in many time signatures such as 4/4, 3/4, 2/4, and 6/8.</li> <li>3. Sing and play various songs applying musical terms (tempo, articulations, dynamics, etc.)</li> </ol>	
<b>Assessments</b>	Observation, rubric graded performances, written tests and quizzes.	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Students with higher level music skills are often given harder piano music using both hands, treble and bass clef for independent study.</li> <li>• Students with lower level music skills are not graded on the same level as other children, given more assistance with the goal of a basic understanding rather than a deeper understanding. Students may also use resources- notes, posters, etc.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math skills are utilized when adding note values and comparing divisions of notes.</li> <li>• Students use smart board to demonstrate their work.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Hand outs, smart board, xylophone, pianos and keyboards, tone chimes, rhythm sticks.</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 1.1 The Creative Process, 1.3 Performance, 1.4. Aesthetic Responses and Critique		
<b>Strand(s):</b> Music, Critique Methodologies		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Ear training and listening skills	1.1.2.B.1, 1.1.5.B.1	
Elements of music	1.1.2.B.2, 1.1.5.B.2	
Clap, sing, or play on pitch basic notation	1.3.2.B.1	

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<b>Unit Title:</b> Romantic Time Period		<b>Unit #: 2</b>
<b>Course or Grade Level: Music Grade 7</b>		<b>Length of Time:</b> Full Marking period
<b>Pacing</b>	Marking period long	
<b>Essential Questions</b>	What are the time periods in music? What are Mendelssohn's, Chopin's, Liszt's and Brahms' contributions to music history? What are the elements of music and how does one use them to analyze music?	
<b>Content</b>	-Time periods and time line of world events. -Characteristics of the Romantic period -elements of music during Romantic period -piano music -program and absolute music -Felix Mendelssohn -Frederic Chopin -Franz Liszt -Johannes Brahms	
<b>Skills</b>	1. Compare the 5 time periods and discuss the evolution of music over time. 2. Identify, define, and listen for the elements of music. 3. Define and identify program and absolute music. 4. Read about Mendelssohn, Chopin, Liszt and Brahms, discover their importance in music history, and listen to examples of their pieces, write analysis. 5. Play some themes on xylophones/keyboards.	
<b>Assessments</b>	Observation, discussion, teacher made tests and quizzes and written assignments	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Special education students are graded according to their reading and writing abilities.</li> <li>• Special education students are often allowed to use their notes for vocabulary related tests.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Students will learn music vocabulary that originated in Latin and Italian.</li> <li>• Students will learn a little about the life style of people during the late 1800's.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Hand outs, web sites, musical recordings, piano, smart board.</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 1.1 Creative Process, 1.2 History of Arts, 1.4 Aesthetic Response		
<b>Strand(s):</b> Music, History of the Arts and Culture, Aesthetic Responses		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Analyze elements of music	1.1.8.B.1	
Compare and contrast forms	1.1.8.B.2	
Historical innovations caused by new technology	1.2.8.A.1	
Analyze the impact of culture on arts	1.2.8.A.3	
Generate observational response to specific works	1.4.8.A.1	
Identify works that are used for utilitarian and non-utilitarian purposes	1.4.8.A.2	
Distinguish among artistic styles within historical eras	1.4.8.A.3	

Analyze form, function and originality	1.4.8.A.7
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