Clinton-Glen Gardner School District

Curriculum Management System

Music

Grade 7

June 2010

Board Approved: August 4, 2010
Revised: September 25, 2012

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CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the music program is to contribute to students' regular, sequential arts instruction.

As with any language, musical literacy provides the tools necessary to express one's self. The music curriculum provides the tools with which students can become musically literate and fosters students who:
- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for Visual and Performing Arts may be found at:

http://www.state.nj.us/education/cccs/2009/final.htm

A note about 21st Century Life and Careers Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for 21st Century Life and Careers were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for 21st Century Life and Careers may be found at:

http://www.state.nj.us/education/cccs/standards/9/

Grade 7
General Music

Scope and Sequence

Topic: Music Styles
I.   Music Styles Bingo
    a. Listening and defining the elements of music
    b. Identifying the music style through its musical elements
	Topic: Rhythm
	II. Rhythm Performance
	    a. Reading and performing rhythms in 4/4, 3/4, 6/8 time as well as 16th notes and triplets
	    b. Writing rhythms in 4/4, 3/4, 6/8 time as well as 16th notes and triplets

Topic: Melody
III. Melody Bingo
    a. Analyzing melodies
        i.   Range
        ii. Melodic direction
        iii. Intervals
        iv. Rhythm
    b. Identifying melodies
        i.   Range
        ii. Melodic direction
        iii. Intervals
        iv. Rhythm
	Topic: Music Vocabulary
	IV. Music Scattergories
	    a. Researching ten categories of music
	        i. Instruments
	        ii. Song titles,
	        iii. Musical groups
	        iv. Male singers
	        v. Female singers
	        vi. Composers
	        vii. Musicals
	        viii. Music styles
	        ix. Music occupations
	    b. Finding the above categories beginning with each letter of the alphabet

Topic: Guitar
V. Guitar Performance
    a. Memorizing the names of the guitar strings
    b. Reading three guitar notations: tablature, chord notation and treble clef notation
    c. Practicing multiple chords
    d. Practicing strumming techniques
	Topic: Keyboard
	VI. Keyboard Performance
	    a. Identifying note names on a keyboard
	    b. Identifying half steps and whole steps
	    c. Playing ascending and descending chromatic, whole-tone scales, major and minor scales
	    d. Translating a note on the treble clef to a sound on the piano

Topic: Digital Audio
VII. Garage Band
    a. Creating a folder and saving it as a Garage Band project
    b. Creating a Garage Band song
        i.   Pre-existing loops
        ii. Muting and soloing tracks
        iii. Playback controls
        iv. Volume and panning controls
    c. Recording their voice or other live sounds
    d. Sharing their songs through iTunes	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 7** **General Music**	Topic: **Music Styles**
		Goal 1: The student will be able to identify and describe the elements of music for different music styles.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
5	1.1. Listen and define the elements of music for twenty-four specific music styles. (1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.2) 1.2. Identify a music style through its musical elements. (1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.2) 1.3. Implement problem-solving strategies to solve a problem in school or the community. (9.1.8.A.2) 1.4. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1) 1.5. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.	**Essential Questions:** How can you successfully define the stylistic characteristics of this musical style? How can you successfully identify this style of music through its musical elements? **Conceptual Understandings:** Common, recognizable musical forms often have characteristics related to specific cultural traditions. Compositional techniques used in different styles and genres of music vary according to prescribed set of rules. Stylistic considerations vary across genres, cultures, and historical eras.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Listening and defining the music elements for 24 different musical styles. Identifying a music style through its elements of music by playing Music Styles Bingo. Identifying a music style through its elements by playing Music Style Baseball. **Assessment Models:** Students will be expected to listen and identify a musical style through its musical elements during a Music Styles Bingo game. Students will be expected to listen and identify a musical style through its musical elements during a Music Styles Baseball Game. Students will be expected to identify a music style and list it's musical elements through a written quiz.

	Curriculum Management System Subject/Grade Level: **Grade 7 General Music**	**Topic: Music Styles**
Suggested days of Instruction		**Goal 1:** The student will be able to identify and describe the elements of music for different music styles.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	(9.1.8.D.3)		**Additional Resources:** Music Styles Bingo game and CD Music Styles Baseball

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 7 General Music**	**Topic: Rhythm**
		Goal 2: The student will be able to read, write and perform rhythms in 4/4, 3/4 and 6/8 time as well as 16th notes and triplets.

Suggested days of Instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
4	2.1. Reading and performing rhythms in 4/4, 3/4, 6/8 time as well as 16th notes and triplets. (1.3.8.B.1) 2.2. Writing rhythms in 4/4, 3/4, 6/8 time as well as 16th notes and triplets. (1.3.8.B.1) 2.3. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1) 2.4. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)	**Essential Questions:** How can you successfully clap and count this rhythm? How can you successfully take rhythmic dictation? **Conceptual Understandings:** Western, non-western and avant-garde notation systems have distinctly different characteristics.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Clapping and counting rhythms in 4/4, 3/4 and 6/8 time as well as 16th notes and triplets through rhythm basketball. Clapping and counting rhythms in 4/4, 3/4 and 6/8 time as well as 16th notes and triplets through rhythm baseball dictation. **Assessment Models:** Students will be expected to clap and count rhythms in 4/4, 3/4 and 6/8 time as well as 16th notes and triplets through rhythm basketball. Students will be expected to write rhythms in 4.4, ¾ and 6/8 time as well as 16th notes and triplets through rhythm baseball dictation. **Additional Resources:** Rhythm Basketball CD, Cards

	Curriculum Management System Subject/Grade Level: **Grade 7** **General Music**	**Topic: Melody**
Suggested days of Instruction		**Goal 3:** The student will be able to analyze and identify melodies by their range, melodic direction, intervals and rhythm.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
2	3.1. Analyze melodies by their range, melodic direction, intervals and rhythm. (1.1.8.B.1, 1.1.8.B.2) 3.2. Identify melodies by their range, melodic direction, intervals and rhythm. (1.1.8.B.1, 1.1.8.B.2) 3.3. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1) 3.4. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)	**Essential Questions:** How can you successfully identify a melody by its range? How can you successfully identify a melody by its direction? How can you successfully identify a melody by its intervals? What are the differences in sound between a step, leap and repeat? How can you successfully identify a melody by its rhythm? **Conceptual Understandings:** Common recognizable musical forms often have characteristics related to specific to cultural traditions. Compositional techniques used in different styles and genres vary according to prescribed sets of rules.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Identifying melodies by their range, melodic direction, intervals and rhythm through Melody Bingo. **Assessment Models:** Students will be expected to identify melodies by their range, melodic direction, intervals and rhythm through Melody Bingo. Students will be expected to identify melodies through a written quiz. **Additional Resources:** Melody Bingo

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 7** **General Music**	**Topic: Music Scattergories**
		Goal 4: The student will be able to research ten different categories of music beginning with each letter of the alphabet.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings** / **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	4.1. Research ten categories of music: instuments, song titles, musical groups, male singers, female singers, composers, musicals, music styles and music occupations. (1.3.8.B.3, 1.2.8.A.2) 4.2. Find the above categories beginning with each letter of the alphabet. (1.3.8.B.3, 1.2.8.A.2) 4.3. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1) 4.4. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)	**Essential Questions:** How can you successfully research the following categories: Instruments, song titles, musical groups, male singers, female singers, composers, musicals, music styles and music occupations? How can you strategize with your team to get the most points in the scattergory game? **Conceptual Understandings:** Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. Tracing the histories of dance, music, theatre, and visual arts in world cultures provides insight into the lives of people and their values.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Researching ten categories of music beginning with each letter of the alphabet for a music scattergories game. **Assessment Models:** Students will be expected to research ten categories of music beginning with each letter of the alphabet for homework for use in a music scattergories game. **Additional Resources:** Music scattergories sheets Dice Timer

	Curriculum Management System Subject/Grade Level: **Grade 7** **General Music**	**Topic: Guitar**
		Goal 5: The student will be able to read and perform a variety of chords using three different types of guitar notation.

<table>
<tr>
<td rowspan="2" style="writing-mode:vertical-lr">Suggested days of Instruction</td>
<td>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)
The student will be able to:</td>
<td>Essential Questions,
Conceptual Understandings</td>
<td>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</td>
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5.1. Identify the names of the guitar strings.
(1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

5.2. Read three guitar notations: tablature, chord notation and treble clef notation.
(1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

5.3. Practice multiple chords.
(1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

5.4. Practice strumming techniques.
(1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

5.5. Determine an individual's responsibilities for personal actions and contributions to group activities.
(9.1.8.C.1)

5.6. Use effective communication skills in face-to-face and online interactions with peers and
</td>
<td>

Essential Questions:

How can you successfully identify the names of the guitar strings?

How can you successfully read chord notation?

How can you successfully read tablature?

How can you successfully read treble clef?

What is the difference in sound between a major and minor chord?

How can you successfully strum in a steady rhythm?

Conceptual Understandings:

Western, non-western and avant-garde notation systems have distinctly different characteristics.

Stylistic considerations vary across genres, cultures, and historical eras.

Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

Improvisation as compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era.
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NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Playing and reading three different types of guitar notation.

Practicing chords and songs using three different types of guitar notation.

Practicing strum patterns and creating their own original pattern.

Assessment Models:

Students will be expected to read and perform a variety of chords and guitar notation.

Students will be expected to perform individually 5 chords of their choosing and illustrate knowledge of steady strum technique through an oral quiz.

Additional Resources:

Guitars

Chord sheets

Guitar tablature
</td>
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</table>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 7** **General Music**	Topic: **Guitar**	
		Goal 5: The student will be able to read and perform a variety of chords using three different types of guitar notation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	adults from home and from diverse cultures. (9.1.8.D.3)		Guitar music

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 7 General Music**	Topic: **Keyboard**
		Goal 6: The student will be able to identify and play note names, intervals, scales and a treble clef song on the keyboard.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

| 6 | 6.1. Indentify note names on a keyboard. (1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

6.2. Identify half steps and whole steps. (1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

6.3. Play ascending and descending chromatic, whole-tone scales, major and minor scales. (1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

6.4. Translate a note on the treble clef to a sound on the piano. (1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)

6.5. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1)

6.6. Use effective communication skills in | **Essential Questions:**
What is the difference between a half step and a whole step?
How can you successfully build a scale?
How do you translate a note on the treble clef to a sound on the keyboard?
How can you successfully read a key signature?

Conceptual Understandings:
Western, non-western and avant-garde notation systems have distinctly different characteristics.

Stylistic considerations vary across genres, cultures, and historical eras.

Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

Improvisation as compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era. | **NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.**

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:
 Deciphering the repetitive nature of the keyboard and identifying note names
Identifying and playing whole tone, chromatic, major and minor scales
Playing songs in treble clef

Assessment Models:
Students will be expected to perform scales and play a treble clef song for an oral quiz.

Additional Resources: |

<table>
<tr><td rowspan="2">Suggested days of Instruction</td><td colspan="2">Curriculum Management System
Subject/Grade Level:
Grade 7
General Music</td><td>Topic: Keyboard

<u>Goal 6:</u> The student will be able to identify and play note names, intervals, scales and a treble clef song on the keyboard.</td></tr>
<tr><td colspan="2">Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)

The student will be able to:</td><td colspan="2">Essential Questions,
Conceptual Understandings</td><td>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</td></tr>
<tr><td></td><td colspan="2">face-to-face and online interactions with peers and adults from home and from diverse cultures.

(9.1.8.D.3)</td><td colspan="2"></td><td></td></tr>
</table>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 7** **General Music**	Topic: Digital Audio
		Goal 7: The student will be able to create a Garage Band song using all the tools available in the Garage Band Software.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
7	7.1. Create a folder and save it as a Grage Band project. (1.1.8.B.1) 7.2. Create a Garage Band song using pre-existing loops, muting and soloing tracks, playback controls, volume and panning controls. (1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.1.8.B.2) 7.3. Record voice or other live sounds. (1.3.8.B.4) 7.4. Share their songs through iTunes. (1.2.8.A.1) 7.5. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1) 7.6. Demonstrate effective communication using digital media during classroom	**Essential Questions:** How can you successfully use the computer basics in Garage Band? How can you successfully create a Garage Band song? How can you successfully add your voice or other live sounds to your Garage Band song? How can you successfully share your Garage Band song through iTunes? **Conceptual Understandings:** Western, non-western and avant-garde notation systems have distinctly different characteristics. Stylistic considerations vary across genre, culture and historical eras. Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. Improvisation as compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era. Compositional techniques used in different styles and genres vary according to prescribed set of rules.	**Learning Activities:** Creating a Garage Band song **Assessment Models:** Students will be expected to create and share a Garage Band song using tools available in the Garage Band software. **Additional Resources:** Computer lab Garage Band software

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 7** **General Music**	**Topic:** Digital Audio	
		<u>**Goal 7:**</u> The student will be able to create a Garage Band song using all the tools available in the Garage Band Software.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	activities. (9.1.8.E.2)	Technological changes have and will continue to substantially influence the development and nature of the arts.	