

Clinton-Glen Gardner School District



Curriculum Management System

Music

Grade 8

June 2010

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 4, 2010
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CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

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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.

**New Jersey State Department of Education
Core Curriculum Content Standards**

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 8
General Music**

Scope and Sequence

| <p>Topic: Music History</p> <ul style="list-style-type: none">I. Rock History<ul style="list-style-type: none">a. Trace the history of rock music from the 1950's through the 1990'sb. Listen and identify the elements of music in rock music from the 1950's through the 1990'sc. Research and compare two rock artists: one from the 20th century and one from the 21st century | <p>Topic: Guitar</p> <ul style="list-style-type: none">II. Guitar Performance<ul style="list-style-type: none">a. Memorizing the names of the guitar stringsb. Reading and playing three guitar notations: tablature, chord notation and treble clef notationc. Composing and performing a song on the guitar |
|---|---|
| <p>Topic: Keyboard</p> <ul style="list-style-type: none">III. Keyboard Performance<ul style="list-style-type: none">a. Identifying note names on a keyboardb. Identifying half steps and whole stepsc. Playing ascending and descending chromatic, whole-tone scales, major and minor scalesd. Building major and minor chordse. Translating a note on the treble clef to a sound on the keyboardf. Composing a song for the keyboard | <p>Topic: Digital Audio</p> <ul style="list-style-type: none">IV. Garage Band<ul style="list-style-type: none">a. Creating a folder in Garage Band and learning to export and save to Audacityb. Creating a Garage Band song using preexisting loops and recording their own voicec. Importing a Garage Band song into Audacity and utilize the Audacity tools to deconstruct their Garage Band songd. Incorporating the Dada movement into their songse. Sharing both their Garage Band and Audacity songs through iTunes |

| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 General Music | Topic: Music History | |
|-------------------------------|---|---|---|
| | 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 |
| 14 | <p>1.1. Trace the history of rock music from the 1950s through the 1990s. (1.2.8.A.2, 1.2.8.A.3, 1.3.8.B.2)</p> <p>1.2. Listen and identify the elements of music in rock music from the 1950s through the 1990s. (1.1.8.B.1, 1.1.8.B.2, 1.4.8.A.3, 1.4.8.B.1)</p> <p>1.3. Research and compare two rock artists: one from the 20th century and one from the 21st century. (1.2.8.A.2, 1.2.8.A.3, 1.4.8.B.3)</p> <p>1.4. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.5. Use effective communication skills in face-to-face and online interactions with peers and</p> | <p>Essential Questions:</p> <p>How can you successfully trace the history of rock music from the 1950's through the 1990's?</p> <p>How can you successfully identify the elements of music in this rock song?</p> <p>What are the differences between early, middle and late Beatles' songs?</p> <p>How can you successfully tell the difference between a song from the 1950's and a song from the 1960's?</p> <p>How can you successfully research and compare two rock artists: one from the 20th century and one from the 21st century?</p> <p>Conceptual Understandings:</p> <p>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>Compositional techniques used in different styles and genres of music vary according to prescribed set of rules.</p> <p>Tracing the histories of dance, music, theatre and visual art in world cultures provides insight into the lives of people and their values.</p> <p>Stylistic considerations vary across genres, cultures, and historical eras.</p> | <p>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.</p> <p>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.</p> <p>Learning Activities:</p> <p>Completing fact sheets and listening guides for the music of the 1950's through the 1990's.</p> <p>Watching the Beatles' Anthology and completing a listening guide comparing their early, middle and late songs.</p> <p>Playing 50's vs. 60's baseball.</p> <p>Researching and comparing two rock artists: one from the 20th century and one from the 21st and presenting to the class.</p> <p>Assessment Models:</p> <p>Students will be expected to listen and complete all fact sheets and listening guides.</p> <p>Students will be expected to take written and listening quizzes.</p> <p>Students will be expected to complete a research project and present to the class.</p> |

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| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grade 8 General Music | Topic: Music History | |
| | | Goal 1: The student will be able to trace the history and identify the elements of music of Rock music from the 1950's through the 1990's. | |
| | 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) | <p>Abstract ideas may be expressed in works of dance, music, theatre and visual art using a genre's stylistic traits.</p> <p>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</p> <p>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p> | <p>Additional Resources: Rock music listening examples from the 1950's through the 1990's Fact sheets and listening guides The Beatles Anthology Music baseball</p> |

| Suggested days of Instruction | Curriculum Management System | Topic: Guitar | |
|--|---|---|--|
| | Subject/Grade Level: | Goal 2: The student will be able to read and perform a variety of chords using three different types of guitar notation as well as compose and perform their own guitar song. | |
| | Grade 8 General Music | | |
| Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model | |
| | The student will be able to: | | |
| 7 | <p>2.1. 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)</p> <p>2.2. Read and play 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)</p> <p>2.3. Compose and perform a song on the guitar. (1.1.8.B.1, 1.1.8.B.2)</p> <p>2.4. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.5. 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)</p> | <p>Essential Questions:</p> <p>How can you successfully identify the names of the guitar strings?</p> <p>How can you successfully read chord notation, tablature and treble clef?</p> <p>What is the difference in sound between a major and minor chord?</p> <p>How can you successfully strum in a steady rhythm?</p> <p>What is harmonic rhythm and how can you successfully use it in a song?</p> <p>How can you successfully compose and perform a song on guitar?</p> <p>Conceptual Understandings:</p> <p>Western, non-western and avant-garde notation systems have distinctly different characteristics.</p> <p>Stylistic considerations vary across genres, cultures, and historical eras.</p> <p>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p> <p>Improvisation as compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era.</p> | <p>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.</p> <p>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.</p> <p>Learning Activities:</p> <p>Playing and reading three different types of guitar notation.</p> <p>Practicing chords and songs using three different types of guitar notation.</p> <p>Practicing strum patterns.</p> <p>Composing and performing a song on the guitar.</p> <p>Assessment Models:</p> <p>Students will be expected to read and perform a variety of chords and guitar notation.</p> <p>Students will be expected to compose and perform a song for the class using at least four different chords. They will create two sections of music (chorus, verse, bridge, intro., etc.) and notate using chord notation.</p> <p>Additional Resources:</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Guitar | |
| | Subject/Grade Level: Grade 8 General Music | Goal 2: The student will be able to read and perform a variety of chords using three different types of guitar notation as well as compose and perform their own guitar song. | |
| | 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 |
| | | <p>Common recognizable musical forms often have characteristics related to specific to cultural traditions.</p> <p>Compositional techniques used in different styles and genres vary according to prescribed sets of rules.</p> | <p>Guitars Chord sheets Guitar tablature Guitar music Staff paper</p> |

| Suggested days of Instruction | Curriculum Management System | Topic: Keyboard | | |
|--|---|--|---|--|
| | Subject/Grade Level: | Goal 3: The student will be able to identify and play note names, intervals, scales and a treble clef song on the keyboard as well as compose an original song for the keyboard. | | |
| | Grade 8 General Music | | | |
| Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model | | |
| The student will be able to: | | | | |
| 7 | <p>3.1. Identify 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)</p> <p>3.2. 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)</p> <p>3.3. Play scales and chords. (1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)</p> <p>3.4. Compose a song for the keyboard. (1.1.8.B.1, 1.1.8.B.2)</p> <p>3.5. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>3.6. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> | <p>Essential Questions: What is the difference between a half step and a whole step? How can you successfully build a scale and a chord? How do you translate a note on the treble clef to a sound on the keyboard? How can you successfully compose a song for the keyboard?</p> <p>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. Common recognizable musical forms often have characteristics related to specific to cultural traditions.</p> | <p>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.</p> <p>Learning Activities: Deciphering the repetitive nature of the keyboard and identifying note names. Playing scales and building chords. Composing and performing an original song for the keyboard.</p> <p>Assessment Models: Students will be expected to perform scales, chords and write an original song to perform for the class.</p> <p>Additional Resources: Keyboards Staff paper</p> | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Keyboard | |
| | Subject/Grade Level: Grade 8 General Music | Goal 3: The student will be able to identify and play note names, intervals, scales and a treble clef song on the keyboard as well as compose an original song for 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 |
| | (9.1.8.D.3) | Compositional techniques used in different styles and genres vary according to prescribed sets of rules. | |

| Suggested days of Instruction | Curriculum Management System | Topic: Digital Audio | | |
|--|--|--|--|--|
| | Subject/Grade Level: | Goal 4: The student will be able to create a Garage Band song using all the tools available in the Garage Band Software import that song to Audacity and deconstruct that song using the tools available. | | |
| | Grade 8 General Music | | | |
| Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model | | |
| The student will be able to: | | | | |
| 7 | <p>4.1. Create a folder in Garage Band and export and save to Audacity. (1.1.8.B.1)</p> <p>4.2. Create a Garage Band song using pre-existing loops and recording their own voice. (1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4)</p> <p>4.3. Import a Garage Band song into Audacity and utilize the Audacity tools to deconstruct their Garage Band song. (1.2.8.A.1)</p> <p>4.4. Share their songs through iTunes. (1.2.8.A.1)</p> <p>4.5. Determine an individual's responsibilities for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.6. Use effective</p> | <p>Essential Questions:</p> <p>How can you successful create a folder in Garage Band and learn to export and save to Audacity?</p> <p>How can you successfully create a Garage Band song using pre-existing loops and record your own voice?</p> <p>How do you successfully deconstruct your Garage Band song in Audacity?</p> <p>What is the Dada movement and how can you successfully incorporate Dada tenets in your project?</p> <p>How can you successfully share your Garage Band song through iTunes?</p> <p>Conceptual Understandings:</p> <p>Western, non-western and avant-garde notation systems have distinctly different characteristics.</p> <p>Stylistic considerations vary across genre, culture and historical eras.</p> <p>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p> <p>Improvisation as compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era.</p> | <p>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.</p> <p>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.</p> <p>Learning Activities:</p> <p>Creating a Garage Band song.</p> <p>Importing that Garage band song to Audacity and deconstructing that song.</p> <p>Presenting both songs to the class.</p> <p>Assessment Models:</p> <p>Students will be expected to create and share a Garage Band song using tools available in the Garage Band software.</p> <p>Students will be expected to import that Garage Band song to Audacity and deconstruct it.</p> <p>Students will be expected to present both songs to the class.</p> <p>Additional Resources:</p> <p>Computer Lab</p> <p>Garage Band software</p> | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Digital Audio | |
| | Subject/Grade Level: Grade 8 General Music | Goal 4: The student will be able to create a Garage Band song using all the tools available in the Garage Band Software import that song to Audacity and deconstruct that song using the tools available. | |
| | 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 |
| | <p>communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>4.7. Demonstrate effective communication using digital media during classroom activities. (9.1.8.E.2)</p> | <p>Compositional techniques used in different styles and genres vary according to prescribed set of rules.</p> <p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> | <p>Audacity software</p> |