

**CORE CURRICULUM CONTENT STANDARDS
VISUAL AND PERFORMING ARTS
MUSIC
GRADES 6-8**

**HOPATCONG BOARD OF EDUCATION
SUBMITTED BY: MIMI GREEN
2003-2004**

**MUSIC
COURSE OF STUDY
GRADES 6-8
GRADE 6
2003**

CORE CURRICULUM CONTENT STANDARDS

#1.1 ALL STUDENTS WILL UTILIZE AND SYNTHESIZE AESTHETIC KNOWLEDGE AND SKILLS IN RESPONSE TO DANCE, MUSIC, THEATER AND VISUAL ARTS
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DESCRIPTIVE STATEMENT:

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater and the visual arts enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of form and artistic expression and in the ability to draw personal meaning from works of art.

WORKPLACE READINESS STANDARDS:

- Identify and access resources
- Conduct systematic observations
- Organize and evaluate information
- Monitor thinking
- Interpret data

CUMULATIVE PROGRESS INDICATORS:

- Students will communicate their responses to dance, music, with supporting statements based on aesthetics.
- Describe how and element of art contributes to the value of a particular work
- Describe compositional design in selected works of performance

ACTIVITIES: Suggested activities may include, but are not limited to the following:

- Students will listen to and discuss pieces related to elements of music to include:
- feelings through melody, tone color, texture and articulation of piece
- Incorporate personal life experiences into aesthetics
- Describe how cultural background influences art work
- Students will communicate aesthetic qualities through oral and written analysis
- Students will work in groups to communicate similar and different analysis

INSTRUCTIONAL STRATEGIES:

- **Individual and group discussion**
- **Use of imagination role play to feelings of piece**
- **Demonstrate elements of music through drawing and board work**
- **Keep notebooks on topic use of music vocabulary to describe aesthetics**

EVALUATION/ASSESSMENT OF STUDENTS:

- **Identify pieces heard**
- **Describe elements of music heard in the pieces**
- **Write a story/plot about pieces heard**
- **Identify instrument families used in pieces**
- **Explain and identify a feeling and mood for pieces heard**

#1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND/OR VISUAL ART.

DESCRIPTIVE STATEMENT:

Through an education in the arts, students enhance their perceptual, physical and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity and rhythm pertain to such activities as dance and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imagination and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts related careers.

WORKPLACE READINESS:

- Select appropriate tools and technology
- Access communication and information systems
- Use technology to solve problems
- Use technologies to design and investigate
- Discuss problems and results related to technologies

CUMULATIVE PROGRESS INDICATORS

- Students will demonstrate performance and participation skills by working and creating individually and with others.
- Students will demonstrate technical skills in music, and dance appropriate to their developmental level.

ACTIVITIES:

- Create original dance steps – individually and with partner (use of correct beat and rhythm)
- Practice then perform dance for class
- Develop original rhythms based on steady beat
- Practice on rhythm and melodic instruments
- Perform finished compositions for class - may be tape recorded
- Digital pictures may be taken of performances and downloaded
- Sing two part rounds individually and in groups
- Perform songs with binary and ternary form
- Students will attempt solo performances while groups embellish harmonic accompaniments

INSTRUCTIONAL STRATEGIES:

- Demonstrate various rhythms (short and long)

- **Create examples of dances based on 2/4 - 3/4 and 4/4 time signatures**
- **Experiment with beat and rhythm at same time (use of grouping)**
- **Use of body sounds to explore beat and rhythm**
- **Use a variety of percussion and melodic instruments to explore original compositions**
- **Demonstrate the use of elements to create a finished composition**

EVALUATION/ASSESSMENT OF STUDENTS:

- **Keep notebooks and update all materials as related to current assignments**
- **Write down original dance moves as related to beat and rhythm creations**
- **Perform original compositions on percussion and melody instruments**
- **Students will be tested on written notation to include note values and staff names**
- **Students will share information and performance skills with each other for the purpose of originality and creativity**

#1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND /OR VISUAL ARTS

DESCRIPTIVE STATEMENT:

In order to understand the arts, students must discover the common elements and principles both unique and common to dance, music, theater and visual arts. The elements such as beat, rhythm, line, (horizontal and vertical) tone color, texture, form, phrase, speed, space and energy are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

WORKPLACE READINESS SKILLS:

- Identify and access resources
- Use models and observations
- Use technologies and other tools
- Formulate questions and hypotheses
- Interpret data
- Organize, synthesize and evaluate information
- Work cooperatively

CUMULATIVE PROGRESS INDICATORS:

- Analyze both formal and expressive aspects of time, shape, space and energy, in various dance works.
- Compare and contrast the elements and principles of dance with those of other art forms in various social and historical contexts.
- Identify musical elements through verbal and written response to diverse aural and printed scores.
- Explore technological innovations as related to musical elements and composition.
- Demonstrate appropriate use of tools, terminology, techniques and media in the creation of dance, music, theater or visual arts

ACTIVITIES:

- Students view an already existing video, delete the music, and incorporate appropriate music to reinforce drama and plot
- Students work individually and small groups also work together
- Ideas are discussed and notated
- Tape recordings are made and inserted to coordinate with drama
- Projects are performed.
- Original school dramas or plays may also be used and music and dance applications utilized.
- Make use of elements of music to enhance drama
- Use rhythm and melody instruments for their project
- Students perform their finished piece
- Students create dance steps to their finished project

INSTRUCTIONAL STRATEGIES:

- Experiment with sound effects and create a similar musical canvas and also one that will contrast with the drama
- Discuss all the elements of music and decide which can be best applied to the drama
- Practice the piece and prepare for performance

EVALUATION/ASSESSMENT OF STUDENTS:

- **Perform musical drama to include dance or role play**
- **Discuss the positives and negatives of the experiment and how they both affect the drama and the mood it creates**
- **Compare musical compositions for originality and variety**
- **Identify elements used in compositions**
- **Perform finished compositions**

!.4 (CRITIQUE) ALL STUDENTS WILL APPLY, DEVELOP, AND REFLECT KNOWLEDGE OF THE PROCESS OF CRITQUE.

DESCRIPTIVE STATEMENT:

Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

WORKPLACE READINESS:

- Set short and long term goals
- Work cooperative
- Conduct systematic observation
- Evaluate own accomplishments
- Respond to constructive criticism
- Describe how ability, effort and achievement were interrelated

CUMULATIVE PROGRESS INDICATORS:

- Classify elements of unity or repetition in a work of art.
- Determine domain specific arts terminology to express statements of both fact and opinion regarding works of art.
- Describe the technical proficiency of the artist's work, orally and in writing.
- Critique a live performance based on observations of the applications of the elements of art.
- Differentiate among basic formal structures within artworks.
- Relate how tradition has an impact on the creation or performance of a work of art.

ACTIVITIES:

- Observe and analyze scores and written music
- Design original compositions and compare to other scores
- Exchange information with others and apply their own knowledge to composed pieces
- Analyze, orally and in writing, program music and its value
- Compare periods of music history and composers with reference to the pop culture of today

INSTRUCTIONAL STRATEGIES:

- Discuss how to develop and analyze music compositions
- Discuss program music, its value and application to the elements of music
- Note taking on historic periods of music and the composers it represents
- Videos and live performances will be observed and utilized for artistic expression

EVALUATION/ASSESSMENT OF STUDENTS:

- Students are to complete/perform original compositions
- Write/draw an expression of a program piece to include the elements of music
- Listen to a score and outline its elements and artistic value
- Students will evaluate and reflect knowledge through design of artistic written expression
- Reports and quizzes on notebooks will be evaluated and critiqued

1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY AND SOCIETY

DESCRIPTIVE STATEMENT:

Students must fully understand the historical, societal and multicultural aspects of dance, music, theater and visual art including study of significant works and artists. This includes how arts work has been influenced across cultures and throughout history, and the influence the arts have had and will continue to have.

WORKPLACE READINESS:

- **Students will have a better understanding of humankind, past, present and future**
- **Use of multi cultural arts as a form of human expression**
- **Establish familiarity with other cultures' instruments, scales and modes, folk dances**
- **Conduct systematic observations and comparisons to our heritage**
- **How much of our musical culture has been influenced by historic events in our society?**

CUMULATIVE PROGRESS INDICATORS:

- **Recognize that a chronology exists in all art forms**
- **Examine the social and political environment influences on the artists in various social/historical/political contexts**
- **Interpret art representing various historical periods based on experimental learning in dance, music, theater and visual art**
- **Compare and contrast the contributions of significant artists from an historical period**
- **Hypothesize the impact the arts have had on world culture**

ACTIVITIES:

- **Listen to music of various cultures**
- **View videos from 1600s – 1900s**
- **Study master composers from relevant historic periods**
- **Research materials on instruments of these periods, vocal music and dances of the time**
- **Orally and in writing design the importance and impact of other countries cultures upon our society today**
- **Students will diagram and outline historic events and how they influence song writers in our American Pop Culture**

INSTRUCTIONAL STRATEGIES:

- **Listening and analyzing**
- **Note taking**
- **Group discussion**

EVALUATION/ASSESSMENT OF STUDENTS:

- **Identify listening pieces of multi-cultures**
- **Recognize the music and instruments of the periods studied**

- Evaluate and grade note books
- Design graphs and quizzes as learning tools
- Report on cultural differences and similarities (use of vin diagrams)
- Analyze and reflect on futuristic influences

**CORE CURRICULUM CONTENT STANDARDS
GRADE 7**

**# 1.1 ALL STUDENTS WILL UTILIZE AND SYNTHESIZE AESTHETIC
KNOWLEDGE AND SKILLS IN RESPONSE TO DANCE, MUSIC, THEATER AND
VISUAL ARTS**

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WORKPLACE READINESS STANDARDS:

- Identify and access resources
- Conduct systematic observations
- Organize and evaluate information
- Monitor thinking
- Interpret data

CUMULATIVE PROGRESS INDICATORS:

- Students will communicate their responses to dance, music, with supporting statements based on aesthetics.
- Describe how and element of art contributes to the value of a particular work
- Describe compositional design in selected works of performance

ACTIVITIES:

- View videos on keyboard skills
- Listen to piano music
- Compare synthesizer to piano music
- Explore the many sounds an electronic keyboard has to offer
- Use environmental sounds to enhance compositions

INSTRUCTIONAL STRATEGIES:

- Keep note books on all listening and videos
- Find piano/keyboard music and share findings with others
- Illustrate and design pictures to depict emotional responses to listening pieces
- Evaluate performers – and discuss various keyboard skills and techniques
- Work with others and design experimental music

EVALUATION/ASSESSMENT OF STUDENTS:

- Create an original sound piece
- Perform created piece
- Explain how music affects feelings
- Explain how feelings affect music
- Design sound pieces to reinforce the human spirit – use various emotional responses

#1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND/OR VISUAL ART.

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WORKPLACE READINESS:

- **Select appropriate tools and technology**
- **Access communication and information systems**
- **Use technology to solve problems**
- **Use technologies to design and investigate**
- **Discuss problems and results related to technologies**

CUMULATIVE PROGRESS INDICATORS

- **Students will demonstrate performance and participation skills by working and creating individually and with others.**
- **Students will demonstrate technical skills in music appropriate to their developmental level.**

ACTIVITIES:

- **Set up hardware for keyboards and understand usage**
- **Create keyboard packets to develop skills and design original techniques**
- **Practice music as illustrated on piano and in packets**
- **Share packets with others to answer**
- **Report on concerts seen and their contribution to the arts**

INSTRUCTIONAL STRATEGIES:

- **Demonstrate hand positions and fingerings**
- **Learn to combine rhythm and melody**
- **Discuss music to be practiced**
- **Imitate examples studied**
- **Incorporate examples with original ideas**
- **Work cooperatively to create a finished piece**

EVALUATION/ASSESSMENT OF STUDENTS:

- **Perform various hand positions as related to pieces studied**
- **Write 4 measure phrases of rhythm and melody line**
- **Perform rhythm and melody at the same time**
- **Perform music as given by instructor**
- **Perform music as created by student**
- **Completed packets and performance skills will be evaluated**

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WORKPLACE READINESS SKILLS:

- Identify and access resources
- Use models and observations
- Use technologies and other tools
- Formulate questions and hypotheses
- Interpret data
- Organize, synthesize and evaluate information
- Work cooperatively

CUMULATIVE PROGRESS INDICATORS:

- Analyze both formal and expressive aspects of time, shape, space and energy, in various dance works.
- Compare and contrast the elements and principles of dance with those of other art forms in various social and historical contexts.
- Identify musical elements through verbal and written response to diverse aural and printed scores.
- Explore technological innovations as related to musical elements and composition.
- Demonstrate appropriate use of tools, terminology, techniques and media in the creation of
- dance, music, theater or visual arts.

ACTIVITIES:

- Students will define and develop the elements of music
- Students will identify these elements as heard in music pieces studied
- Application of these elements will be incorporated into keyboard studies and performance
- Students will use music manuscript paper on which to write examples of elements
- Elements will consist of; beat, rhythm, melody, harmony, form, phrase and tempo
- Experimentation with keyboard sounds will reinforce elements of volume, tone color, texture and articulation

INSTRUCTIONAL STRATEGIES:

- Concerts, videos and performances will assist students with defining elements
- Discussion groups will affirm learning of definitions
- Musical games will be utilized for added skills in elements identification
- Note books and charts will illustrate principles and elements of music

EVALUATION/ASSESSMENT OF STUDENTS:

- Use note books and game skills as review
- Identify elements as heard in music pieces
- Write all definitions of elements
- Pass tests, written and oral, on all elements and materials studied
- Compose and perform simple compositions pertaining to the elements

!.4 (CRITIQUE) ALL STUDENTS WILL APPLY, DEVELOP, AND REFLECT KNOWLEDGE OF THE PROCESS OF CRITQUE.

DESCRIPTIVE STATEMENT:

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WORKPLACE READINESS:

- **Set short and long term goals**
- **Work cooperative**

- **Conduct systematic observation**
- **Evaluate own accomplishments**
- **Respond to constructive criticism**
- **Describe how ability, effort and achievement were interrelated**

CUMULATIVE PROGRESS INDICATORS:

- **Classify elements of unity or repetition in a work of art.**
- **Determine domain specific arts terminology to express statements of both fact and opinion regarding works of art.**
- **Describe the technical proficiency of the artist's work, orally and in writing.**
- **Critique a live performance based on observations of the applications of the elements of art.**
- **Differentiate among basic formal structures within artworks.**
- **Relate how tradition has an impact on the creation or performance of a work of art.**

ACTIVITIES:

- **Students will write critiques on concerts/performances in order to discover the principles and elements of music**
- **Classical form will be studied and elements identified**
- **Students' will choose American Pop music in which to identify the elements**
- **Students will perform a keyboard piece to be critiqued by classmates**
- **Elements of music will be compared to the elements in the visual arts by use of vin diagrams**

INSTRUCTIONAL STRATAGIES:

- **Review materials on the board for discussion**
- **Students work independently and with partners to create keyboard pieces corresponding to the elements**
- **Note books will include all materials and music to be performed**

EVALUATION/ASSESSMENT OF STUDENTS:

- **Completed note books and packets will be assessed**
- **Tests on related materials will be evaluated**
- **Students will perform studied pieces using elements of music**
- **Performance of original pieces will also be assessed for inclusion of elements**

1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY AND SOCIETY

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WORKPLACE READINESS:

- Students will have a better understanding of humankind, past, present and future
- Use of multi cultural arts as a form of human expression
- Establish familiarity with other cultures' instruments, scales and modes, folk dances
- Conduct systematic observations and comparisons to our heritage

- **How much of our musical culture has been influenced by historic events in our society?**

CUMULATIVE PROGRESS INDICATORS:

- **Recognize that a chronology exists in all art forms**
- **Examine the social and political environment influences on the artists in various social/historical/political contexts**
- **Interpret art representing various historical periods based on experimental learning in dance, music, theater and visual art**
- **Compare and contrast the contributions of significant artists from an historical period**
- **Hypothesize the impact the arts have had on world culture**

ACTIVITIES:

- **Listen to and research folk music from other countries – to include song and dance**
- **Listen to American folk music forms, discover its influence and value to us today**
- **Compare elements of music as found throughout other historic cultures of music**
- **Perform traditional folk music from America to include song and dance forms**
- **Perform a diversified selection of folk music from other countries throughout the world**
- **View videos to discover other percussive and melodic instruments around the world**

INSTRUCTIONAL STRATEGIES:

- **Group discussions on materials read and listened to**
- **Research on customs and traditions of other countries**
- **Note books updated on all materials**
- **Discuss the influence of other musical cultures upon our American heritage**

EVALUATION/ASSESSMENT OF STUDENTS:

- **Completed packets and notebooks**
- **Listening tests to identify music from other cultures**
- **Perform folk songs from America and select countries**
- **Identify illustrations of various instruments**
- **Critique American Pop music and multi-culture influences**
- **Discuss the impact of the European classical masters and the projection for their future success in our society**

**CORE CURRICULUM CONTENT STANDARDS
GRADE 8**

**# 1.1 ALL STUDENTS WILL UTILIZE AND SYNTHESIZE AESTHETIC
KNOWLEDGE AND SKILLS IN RESPONSE TO DANCE, MUSIC, THEATER AND
VISUAL ARTS**

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WORKPLACE READINESS STANDARDS:

- **Identify and access resources**
- **Conduct systematic observations**
- **Organize and evaluate information**
- **Monitor thinking**
- **Interpret data**

CUMULATIVE PROGRESS INDICATORS:

- **Investigate art works that communicate feeling and ideas.**
- **List art works that communicate significant beliefs or set of values.**
- **Use domain specific vocabulary relating to symbolism, genre and performance technique in all arts areas.**
- **Understand that art is often defined by its originality.**
- **Determine important cultural information from selected world art.**
- **Differentiate between the unique and common properties to all of the arts.**
- **Distinguish among artistic styles, trends and movements in an art form.**
- **Determine through oral and written language that art is inspired by an individual's imagination.**
- **Describe changes in meaning over time in the perception of a known work of art.**

ACTIVITIES:

- **Students will develop music portfolios on the history of American Pop music**
- **Research and development will aid in materials to be learned.**
- **Students will discuss styles of music; their origin and labeling.**
- **Periods dating from gospel, blues and swing, the 50s through the 21st century will be read and discussed.**
- **Listening to various styles and artists will promote aesthetic awareness and appreciation of that period.**
- **Vocabulary of these periods and its artists will help to define originality.**
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- **Written time lines will reinforce the trends and movements throughout these periods of music history.**
- **Students will reflect upon periods studied and orally respond to the significance of these art forms and the appreciation and value of their cultural influences.**

INSTRUCTIONAL STRATEGIES:

- **Use of note books and portfolios**
- **Group discussion**
- **Research and reports**
- **Videos and CDs**
- **Live concerts**
- **Game related skills**
- **Performance – singing/playing**
- **Instruction and performance of dances of the period**

EVALUATION/ASSESSMENT OF STUDENTS:

- **Graded portfolios and note books**
- **Participation and contribution**
- **Written tests and quizzes**
- **Oral quizzes**

- **Performance skills as related to one's development**
- **Cooperative work study habits**

#1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND/OR VISUAL ART.

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Active participation in the arts is essential to deep understanding of the imagination and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts related careers.

WORKPLACE READINESS:

- **Select appropriate tools and technology**
- **Access communication and information systems**

- Use technology to solve problems
- Use technologies to design and investigate
- Discuss problems and results related to technologies

CUMULATIVE PREGRESS INDICATORS:

- Sing and play progressively complex notation and use standard notation to record musical ideas.
- Sing and play independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.
- Sing or perform one at least instrument of choice with reasonable technical accuracy.
- Improvise original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter and/or tonality.
- Arrange simple pieces for voice or instruments using a variety of traditional and non-traditional sound sources and electronic media.
- Identify careers and lifelong opportunities for making music.

ACTIVITIES:

- Students will construct music manuscript note books for the purpose of music theory studies and composition skills.
 - Music notation will correlate with periods of music studied.
 - Students will learn scales and chords related to the associated period
 - Students will analyze sheet music and scores from related periods
 - Compose original melody line and rhythm to identify that period's structure and elements of music.
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- Keyboard skills, or the instrument of choice, may be used for performance as related to the developmental skills of that student.
 - Students will imitate dances of the period with partners or solo.
 - Original dances and moves will be create and demonstrated
 - Students, through illustration and writing, will imagine and develop for themselves a career in the music pop world.

INSTRUCTIONAL STRATAGIES:

- Study music theory and composition
- Design original pieces of music individually and as a class project
- Perform pieces studied and created as developmental skills allow
- Perform on instrument of choice, simple rhythms and melodies from diverse periods.
- Demonstrate specific dances for participation.
- Work cooperatively to create original dance steps

EVALUATION/ASSESSMENT OF STUDENTS:

- Completed note books and packets
- Written knowledge (tests and quizzes) of American Pop music – its customs and traditions
- Ear training (listening skills) to identify musical themes and composition characteristics of each period.

- **Participation in dances of the times**
- **Vocal performance of simple melodic ideas of each period studied**
- **Ability to imitate rhythm and melody on the keyboard or instrument of choice.**
- **Cooperative work study habits**

<p>#!.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSANDNG OF THE ELEMENTS AND PRINCIPLES OF DANCE, AND MUSIC, THEATER, AND /OR VISUAL ARTS</p>
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DESCRIPTIVE STATEMENT:

In order to understand the arts, students must discover the common elements and principles both unique and common to dance, music, theater and visual arts. The elements such as beat, rhythm, line, (horizontal and vertical) tone color, texture, form, phrase, speed, space and energy are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

WORKPLACE READINESS SKILLS:

- **Identify and access resources**
- **Use models and observations**
- **Use technologies and other tools**
- **Formulate questions and hypotheses**
- **Interpret data**
- **Organize, synthesize and evaluate information**
- **Work cooperatively**

CUMULATIVE PROGRESS INDICATORS:

- Analyze the application of the elements of music in a diversity of musical works.
- Refine their knowledge of the elements of music.
- Compare and contrast how technological innovations have allowed for the manipulation of the elements of music.
- Identify various roles that musicians perform and representative individuals who have functioned in each role and their activities and achievements.

ACTIVITIES:

- Use note books to define elements of music.
- All elements encompass all vocal and instrumental music, elements include; beat, rhythm, melody, harmony, phrase, form, tone color, texture, tempo, volume and articulation.
- Analyze and identify elements as found in scores from American Pop music and evaluate their differences and similarities.
- Compose rhythm and melodic line and incorporate as many other elements as possible.
- Enhance completed compositions by adding experimental sounds from keyboards.
- Tape record completed projects.

INSTRUCTIONAL STRATEGIES:

- Use of written work and note books
- Use of technology for performance and evaluation
- Influence of American Pop composers on original compositions
- Group discussion to formulate decisions and conclusions.

EVALUATION/ASSESSMENT OF STUDENTS:

- Completed written work – note books and packets
- Oral participation
- Proper use of keyboard hardware
- Research and reports
- Performance skills
- Writing and creating musical compositions
- Innovative and analytical skills
- Tests and quiz evaluation

!.4 (CRITIQUE) ALL STUDENTS WILL APPLY, DEVELOP, AND REFLECT KNOWLEDGE OF THE PROCESS OF CRITIQUE.

DESCRIPTIVE STATEMENT:

Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

WORKPLACE READINESS:

- Set short and long term goals
- Work cooperative
- Conduct systematic observation
- Evaluate own accomplishments
- Respond to constructive criticism
- Describe how ability, effort and achievement were interrelated

CUMULATIVE PROGRESS INDICATORS:

- Explain the formal process of critique using the progression of description, analysis, interpretation and evaluation.
- Compare artistic content among contrasting art works in the same domain

- Compare works of art from various social, historical, cultural and political contexts.
- Evaluate the judgment of others based on the formal process of critique
- Compare and contrast the technical proficiency of artists' representative of various social, historical, cultural and political contexts.
- Examine how an artist balances the aspects of unity and variety within an artwork.

ACTIVITIES:

- Students will understand that American born music is unto itself and artists and periods influence each period that came before.
- Students will view videos spanning the periods from the 40s through the 21st century, and periods of music to include; Gospel, Spirituals, Blues, Swing, Ragtime, Boogie-Woogie, Doo-Wop, Woodstock, The British Invasion, Pop, Rock and Roll, Disco, Revolutionary, Hard Rock, Heavy Metal, Electronic, Techno, Hip-Hop, Rap and New Age.
- Influential artists will be discussed, their contribution to the arts and their affect upon our cultures customs, and traditions.
- Vocal styles will be examined.
- Instrumentation will be discussed.
- Students will role play and perform examples of the many styles and periods studied.
- Students will examine all materials studied and reflect upon the value and aesthetic merits of these artists and periods.

INSTRUCTIONAL STRATAGIES:

- Videos will be used for information and observation
- Group discussion will assist with interpretation and evaluation of materials.
- Research and reports will describe and support informed judgments.
- Notes, time lines and illustrations will compare and contrast vocal styles and instruments of each period.
- Performance skills will enhance the student's ability to evaluate, critique and aesthetically express judgments on works examined.

EVALUATION/ASSESSMENTOF STUDENTS:

- Completed note books and written critiques
- Group participation
- Individual contribution
- Tests and quizzes
- Performance skills
- Reports and illustrations

1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY AND SOCIETY

DESCRIPTIVE STATEMENT:

Students must fully understand the historical, societal and multicultural aspects of dance, music, theater and visual art including study of significant works and artists. This includes how arts work has been influenced across cultures and throughout history, and the influence the arts have had and will continue to have.

WORKPLACE READINESS:

- Students will have a better understanding of humankind, past, present and future
- Use of multi cultural arts as a form of human expression
- Establish familiarity with other cultures' instruments, scales and modes, folk dances
- Conduct systematic observations and comparisons to our heritage
- How much of our musical culture has been influenced by historic events in our society?

CUMULATIVE PROGRESS INDICATORS:

- Recognize how technology changes have influenced the development of the arts.
- Reflect on a variety of works of art representing important ideas, issues and events in a society.

- Investigate the structure of arts representative of various historical periods and social/political contexts.
- Scrutinize how cultural influences add to the understanding of works of art.

ACTIVITIES:

- Students will research the history of the south, slavery and the churches of the Afro-American population and its influence upon our music culture past, present and its futuristic possibilities.
- Group discussions will concern themselves with the who? what? where? and how? music cultures developed.
- Students will research, discover and report on historic and political influences that impacted our music styles and the decades they represented.
- Vocal lines and elements of music will be examined for similarities and differences.
- Instrumentation will be analyzed for similar structure and development throughout the periods.
- Students will perform and imitate customs, traditions and musical styles in order to understand the lifestyle of the time.

INSTRUCTIONAL STRATAGIES:

- Research and reports on decades and styles represented
- Group discussions
- Videos and listening materials on historic periods of music
- Packets and notebooks used for information and instruction
- Taped performances (vocally and instrumentally)
- Perform dances of each period
- Role play and recreate events of the time

EVALUATION/ASSESSMENT OF STUDENTS:

- Performances
- Participation and cooperative behavior
- Tests and quizzes
- Reports
- Homemade video productions
- Positive and negative critique of artists and styles of the periods studied

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum schedule.

RESOURCES/BIBLIOGRAPHY:

- **Curriculum and Project Planner**
- **Macmillan/McGraw - Hill**
- **New Jersey State Department of Education Visual and Performing Arts**
- **Rubrics.com**
- **Bloom's/Williams' Taxonomies**