MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

William Allen Middle School
Arts & Technology: Performing Arts

Music 7

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Course Description and Fundamental Concepts

In this 45-day course, students will explore basic musicianship through the use of several instruments including ukulele and bucket drums, as well as the use of internet based music composition sites. Students will also explore the foundations of musical literacy and how place, time, cultural integration, and technological innovation shaped the music of our time. Students will gain a better understanding of how certain major genres are interrelated, both in inception and in form. This course will use ukulele and bucket drumming as vehicles for students to better grasp how music has developed over generations. Students need not be musically literate in order to succeed in this class.

Fundamental Concepts addressed in this course:
- Develop a basic understanding with respect to time and place of origin, cultural influence, resources, and technological innovation played a part in popular music making
- Develop an understanding of the importance of the ukulele and bucket drumming in popular and community music
- Develop an understanding of basic musical literacy
- Share the ease and accessibility of the ukulele and found instruments through basic ensemble instruction

New Jersey Student Learning Standards (NJSLS)

CREATING

Anchor Standard 1: Generating and conceptualizing ideas.
Enduring Understanding: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Standard	Standard Description
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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical)

Anchor Standard 2: Organizing and developing ideas.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Standard	Standard Description
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.

Anchor Standard 3: Refining and completing products.
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.ed criteria, including the extent to which they address identified purposes.
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.

PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
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
1.3A.8.P4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response.
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
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.

Anchor Standard 8: Applying criteria to evaluate products.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

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

Anchor Standards 9: Interpreting intent and meaning.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question: How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
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.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?	
Standard	**Standard Description**
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a*

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
Standard	**Standard Description**
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a*

English Companion Standards			
List grade-level appropriate companion standards for <mark>*History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*</mark>*. English Companion Standards are <u>required</u> in these subject/content areas.*			
Unit Addressed	**Standard #**	**Reading, Grade 6-8: Standard Description**	
1, 2, 3	**NJSLSA.R1**	**Key Ideas and Details:** 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.	

3	**NJSLSA.R2**	**Key Ideas and Details:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3	**NJSLSA.R3**	**Key Ideas and Details:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2, 3	**NJSLSA.R4**	**Craft and Structure:** 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.
2, 3	**NJSLSA.R5**	**Craft and Structure:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3	**NJSLSA.R6**	**Craft and Structure:** Assess how point of view or purpose shapes the content and style of a text.
1, 2, 3	**NJSLSA.R7**	**Integration of Knowledge and Ideas:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R8	**Integration of Knowledge and Ideas:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3	**NJSLSA.R9**	**Integration of Knowledge and Ideas:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	NJSLSA.R10	**Integration of Knowledge and Ideas:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Unit Addressed	**Standard #**	**Writing, Grade 6-8: Standard Description**
	NJSLSA.W1	**Text Types and Purposes:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	**Text Types and Purposes:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3	NJSLSA.W3	**Text Types and Purposes:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3	NJSLSA.W4	**Production and Distribution of Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3	NJSLSA.W5	**Production and Distribution of Writing:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3	NJSLSA.W6	**Production and Distribution of Writing:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7	**Research to Build and Present Knowledge:** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8	**Research to Build and Present Knowledge:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9	**Research to Build and Present Knowledge:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10	**Range of Writing:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))
List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
2, 3	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	*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.2: Develop a plan that includes information about career 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.*
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	*9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.*
	Early planning can provide more options to pay for postsecondary training and employment.	*9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.* *9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.* *9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.* *9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.*
3	There are a variety of resources available to help navigate the career planning process.	*9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.* *9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.* *9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.*
	Employee benefits can influence your employment choices.	*9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.* *9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.*
	Communication skills and responsible behavior in addition to education,	*9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.*

	experience, certifications, and skills are all factors that affect employment and income	*9.2.8.CAP.16*: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. *9.2.8.CAP.17*: Prepare a sample resume and cover letter as part of an application process. *9.2.8.CAP.18*: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. *9.2.8.CAP.19*: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
	There are resources to help an individual create a business plan to start or expand a business.	*9.2.8.CAP.20*: Identify the items to consider when estimating the cost of funding a business.

Life Literacies and Key Skills (Standard 9.4)
List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
3	**Creativity and Innovation**: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	*9.4.8.CI.1*: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). *9.4.8.CI.2*: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). *9.4.8.CI.3*: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). *9.4.8.CI.4*: Explore the role of creativity and innovation in career pathways and industries
	Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.	*9.4.8.CT.1*: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change,

		and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). ***9.4.8.CT.2***: *Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).*
1, 2, 3	**Critical Thinking and Problem-solving:** An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	***9.4.8.CT.3***: *Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.*
	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	***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 (e.g., W.6.8).*
	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	***9.4.8.DC.3***: *Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.*
	Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	***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.DC.5***: *Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.* ***9.4.8.DC.6***: *Analyze online information to distinguish whether it is helpful or harmful to reputation.*
	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	***9.4.8.DC.7***: *Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.*
	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	***9.4.8.DC.8***: *Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).*

1, 2, 3	**Global and Cultural Awareness:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	*9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).* *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.*
	Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	*9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.* *9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.*
	Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	*9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).* *9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.* *9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.*
3	**Information and Media Literacy:** The mode of information can convey a message to consumers or an audience.	*9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.*
	Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.	*9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).* *9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).*
	Information and Media Literacy: There are ethical and unethical uses of information and media.	*9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).*

		9.4.8.IML.10: *Examine the consequences of the uses of media (e.g., RI.8.7).*
		9.4.8.IML.11: *Predict the personal and community impact of online and social media activities*
	Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	**9.4.8.IML.12:** *Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.* **9.4.8.IML.13:** *Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).* **9.4.8.IML.14:** *Analyze the role of media in delivering cultural, political, and other societal messages.* **9.4.8.IML.15:** *Explain ways that individuals may experience the same media message differently.*
	Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	**9.4.8.TL.1:** *Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.* **9.4.8.TL.2:** *Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).* **9.4.8.TL.3:** *Select appropriate tools to organize and present information digitally.* **9.4.8.TL.4:** *Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).*
	Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	**9.4.8.TL.5:** *Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.* **9.4.8.TL.6:** *Collaborate to develop and publish work that provides perspectives on a real-world problem.*

Pacing Guide
(All Dates are approximate based on the school calendar)

Unit/ Topic	Month* (w/Approx number of Teaching Days)
Introduction to Bucket Drumming	15 days
Introduction to Ukulele	15 days
Song Composition	15 days

The above units do not need to be presented in any specific order but rather should be based upon where it would be most appropriate to present them. For example, bucket drumming is much more effective when presented in a large space that does not hinder the learning process of other nearby classrooms. Use of the auditorium or outdoors would be most beneficial, therefore, Bucket Drumming should be presented when the weather is accommodating.

Units

Contact the Content Supervisor for unit details.