

Verona Public School District

Curriculum Overview

General Music, Grades K-12

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Descriptions:**Grades K-4**

Grades 1-4 General Music is a performance based class. Students will sing a variety of songs throughout the year and will play basic percussion classroom instruments. Movement, improvisation and simple composition will be incorporated into the curriculum. Students will learn the basics of dance. Students will listen to a variety of music from various composers. There are no prerequisites for this courses.

Grades 5-8

The general music class for grade 5 is a 30 day cycle in which students will learn to perform, create, analyze, and listen to music using keyboards, piano software, worksheets, and music recording/loops software. The general music class for grade 6 is a 30 day cycle in which students will learn to perform, analyze, and listen to music using acoustic guitars. The general music class for grade 7 is a 45 day cycle in which students will learn to perform, create, analyze, and listen to music using keyboards, piano software, worksheets, and music recording/loops software. The general music class for grade 8 is a 45 day cycle in which students will learn to perform, analyze, and listen to music using acoustic guitars. The general chorus class for grades 5-8 is a year long class which meets 1-2 times a week in which students will learn to perform vocal music with a group, understand written music, and analyze music, using a variety of musical styles and levels of difficulty. There are no prerequisites for this courses.

Grades 9-12

This course is designed to be the basis of a beginning theory program with no prerequisites other than demonstrable performance skill on an instrument and a serious interest in learning more about the nature of music. The course moves from the basic properties and notation of tone through two or three voice combinations to four-part harmonic writing. An important part of the course is learning to write music from dictation and reading notation using the solfeggio system. Prerequisite: A basic interest in learning music on a more sophisticated level.

On the second year level, this course is a continuation of Music Theory I elements but on an intermediate to advanced level. Figured bass symbols are used as they were understood by our musical predecessors to whom they were more effective prompters of performance than our more specific contemporary notation. This course attempts to describe and illustrate chromatic usage regarding application, testing, and experimentation. Prerequisite: Music Theory I

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> x A. Technology Operations and Concepts x B. Creativity and Innovation x C. Communication and Collaboration x D. Digital Citizenship E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation x B. Technology and Society C. Design x D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. x CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> x A. Career Awareness (K-4) x B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Music software programs, pc computers, MIDI keyboards, headphones, ● Acoustic guitars, guitar method books 	<ul style="list-style-type: none"> ● Music theory worksheets, song sheets, video clips, audio clips, rhythm instruments

Curriculum Scope & Sequence

Subject/Grade Level: VISUAL & PERFORMING ARTS/Gr. K-12

Course: GENERAL MUSIC, Gr. K-12

Concept/NJCCCS	Grade/Level of Experience										Transfer Goal(s)	Enduring Understandings	Essential Questions	
	K	1	2	3	4	5	6	7	8	9-12				
Literacy/1.1														
Notation	I	D	D	A	A	A	A	A	A	M	Students will be able to independently use their learning to understand and apply the elements of music at a level in which they can create and express themselves in this world.	<ul style="list-style-type: none"> ● Music notation is designed to convey a musical message. ● Tempo and dynamics are expressive qualities which enhance the aesthetics of musical experience. ● Elements of music contribute to its aesthetic and expressive nature. 	<ul style="list-style-type: none"> ● Why is it important to learn to read music? Write music? ● Does music need a time signature? ● What would a song be like without rhythm? ● How do we benefit from hearing and creating harmony? ● How does silence enhance music? Form? Dynamics? Harmony? 	
Rhythm	I	D	D	A	A	A	A	A	A	M				
Pitch	I	D	D	A	A	A	A	A	A	M				
Dynamics	I	I	D	A	A	A	A	A	A	M				
Harmony	I	I	D	A	A	A	A	A	A	M				
Form	I	I	I	D	A	A	A	A	A	M				
Terminology	I	I	I	D	A	A	A	A	A	M				
Composition	NA	NA	I	D	D	A	A	A	A	A				
Technology	NA	NA	NA	NA	NA	I	D	A	A	A				
Performance/Creation/1.3														
Style	I	I	I	D	A	A	A	A	A	M	Students will be able to independently use their learning to become confident and competent musical performers.	<ul style="list-style-type: none"> ● Performing music is an activity that requires cooperation, commitment, and attention to detail. ● Creating music combines many types of musical knowledge and skill sets. ● Music is an ever-evolving means of expression that utilizes different types of technology as they become available. 	<ul style="list-style-type: none"> ● How does written music come alive for the audience? ● What makes a good performance? ● How does technology enhance music? 	
Tone Quality	I	I	D	D	A	A	A	A	A	M				
Improvisation	I	I	D	D	D	D	D	D	D	A				
Rehearsal Skills	I	I	I	D	A	A	A	A	A	M				
Rhythmic Accuracy	I	I	D	D	A	A	A	A	A	M				
Composition	NA	NA	NA	NA	I	D	D	A	A	A				
Technology	NA	NA	I	D	A	A	A	A	A	A				

Appreciation/1.1, 1.2, 1.4	K	1	2	3	4	5	6	7	8	9-12			
Historical Context	I	I	I	D	D	D	D	D	D	D		<p>Students will be able to independently use their learning to become knowledgeable and discriminating individuals who embody the love and appreciation of music, recognizing the connection of the past and the possibilities of the future.</p> <ul style="list-style-type: none"> ● Music is a reflection of culture, history, and personal taste. ● Music can express creativity and inspire a wide range of emotions. ● Music is evident in all cultures and can portray past and present values and ideas as well as hopes for the future. 	<ul style="list-style-type: none"> ● How does music reflect culture throughout the world? ● How does music make you experience emotions? ● How can you, as a member of society, support the arts? ● Why should we preserve our vast collection of music?
Cultural Context	I	I	I	D	D	A	A	A	A	A			
Form	I	I	I	D	D	D	A	A	A	M			
Critique	I	I	I	D	D	A	A	A	A	M			
Style	I	I	I	D	A	A	A	A	A	M			
Audience Etiquette	I	I	D	D	D	A	A	A	A	M			

I – Introduction of Skill/Concept

D- Development of Skill/Concept

A- Application of Skill/Concept

M – Mastery of Skill/Concept