

Verona Public School District Curriculum Overview

Course: Striking a New Chord

**Curriculum Committee Members:**

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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 Description:

A general introductory course designed to offer a comprehensive program for students to actively listen to and analyze music. Students will use music technology, specifically Garage Band software, to experience developing, and recording their own music. This will include recording and layering tracks and the development of their own music as a capstone project for the course. As students discover their own voice and opinions on music, they will be involved in active study and discussion of how music describes and encapsulates who we are as human beings. Study will include various elements of music such as: timbre, pitch dynamics, voices, instruments, rhythm, melody, harmony, and musical form. There is emphasis on the elements of music, the characteristic styles of major historical periods, and the lives and works of key composers within the musical tradition. This course will acquaint the student with traditional and twentieth century music literature, emphasizing the relationship music has as an art form with man and society. Students will discover the many connections between Music & Art, Music & History, Music & Culture, Music & literature etc. as we relate music to other disciplines through cross-curricular collaboration

Prerequisite(s): none

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 x E. Research and Information Fluency 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. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x 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. 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"> x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 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"> x 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"> A. Career Awareness (K-4) 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"> ● Use of technology hardware(i.e. Mac Desktops, midi keyboards, recording equipment, etc.) ● Use of technology software(i.e. GarageBand, noteflight, Sibelius, Aurelia, etc.) 	<ul style="list-style-type: none"> ● Use of technology hardware(i.e. Mac Desktops, midi keyboards, recording equipment, etc.) ● Use of technology software(i.e. GarageBand, noteflight, Sibelius, Aurelia, etc.)



Striking a New Chord

Unit Title / Topic: Music Appreciation 9-12

Unit Duration: Semester Long Course

Stage 1: Desired Results

Established Goals:

Students will create, analyze, and discuss music. They will critically listen, write and participate in daily teacher presented music including but not limited to rock, classical, music from various cultures, etc. Students will study different eras of music and create their own music in reflection of those studies.

New Jersey Core Curriculum Content Standards

8.1 Educational Technology: 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.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

New Jersey Music Standards

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

2014 National Music Standards:

MU:Cr1.1.T.IIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

MU:Cr3.1.T.IIa Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

MU:Pr4.1.T.IIa Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources

MU:Pr4.2.T.IIa Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

MU:Pr6.1.T.IIa Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Re7.1.T.IIa Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works

Transfer Goal:

Students will be able to independently use their learning to create, perform, respond and connect music to their lives.

Students will understand that:

- Music is cross curricular
- Music is art and entertainment
- Music helps define our cultural identity
- Music is a lifelong skill and passion
- Music broadens the understanding to that of a global community/world
- The creative ideas, and feelings that influence musicians' work emerge from a variety of sources
- Musicians judge performance based on criteria that vary across time, place, and cultures
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of those ideas and feedback.

Essential Questions:

- What is music? Is all sound music?
- How are we consumers of music?
- How do we hear or experience music?
- How is music created?
- Who created or creates music?
- Does all music have pitch?
- How is sound organized to make music?
- What is melody? What is harmony? And how are these created?
- Can there be rhythm without time?
- What determines what personal preferences people have for music?
- Is all music good? What makes good music and bad music?
- What is timbre in music and how is it used?
- How does music inspire emotion?
- How is music analyzed and understood?
- How do people choose music to respond to?
- What is the relationship between music and other curriculums?(ie. History, Science, English, etc)
- How does music reflect time and events in history?

Students will know:

- How to create their own music
- How to analyze and critique music
- How to use feedback to examine and change their own work
- How to use digital tools to create music
- How to select and critique contrasting musical works
- How to defend their opinions of different elements of music, both speaking and writing
- A basic timeline of music history especially focused on 20th century America

Students will be able to:

- Critically listen and respond to music
- Objectively view music for its cultural and historic value
- Utilize available music technology to create their own music
- Compare and contrast music from different historical periods and cultures
- Evaluate and provide analysis for music and its relationship to the culture when it was created
- Listen and appreciate music from around the world
- Explain how composers arranged different musical elements to create their music

Stage 2: Acceptable Evidence

Transfer Task

→ Formative Assessments

- ◆ Daily Written Listening Journals
- ◆ Technology based assignments
- ◆ Teacher will daily assess the critique and analysis students make about music

→ Summative Assessments

- ◆ Capstone Project of individual student compositions
- ◆ Presentation on style/time period