

ORANGE SCHOOL DISTRICT



Introduction to Music

CURRICULUM GUIDE – GRADES 9-12
2010 EDITION

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Table of Contents

INTRODUCTION.....	1
PHILOSOPHY.....	2
STANDARDS.....	4
OUTLINE	22
REFERENCES	24
BLUEPRINT.....	25

Introduction

This course attempts to connect music to human life and living in order to demonstrate its importance in our world. The focus is upon the use and value of music in people's lives. It attempts to do this in a social setting rather than historical.

This approach has several advantages. It encourages the student to view music in a social setting rather than learning musical information for its own sake. It presents music as a natural ingredient of the student's own life and of human life in all cultures. It uses history as a resource for understanding how music has fulfilled basic human purposes in other ages. It also permits all kinds of music to be studied all the way through the course.

The main goal is to teach students to value music in their own lives and in the lives of all humans. This is attempted by trying to have the student understand what they are studying, therefore having the student appreciate that music. This will then make music more important to them and to the community.

Philosophy

Music. There are many forms and many ways to express yourself musically. Whether it is studying, writing, performing, or recording music, there are many ways for a person to express his or her musical ideas for all to hear.

At Orange High School, the Music Department hopes to:

1. Foster student's skills to increase their aesthetic awareness in music.
2. Refine the student's perceptual, intellectual, physical, and technical skills through creating music.
3. Incorporate arts elements and arts media to produce artistic products and performances.
4. Provide avenues for the student to exercise their knowledge of the process of critique.
5. Establish a well-rounded and broad background of music that has influenced the arts in the past as well as in the present day; to help the student understand and respect music in different areas and eras.
6. Encourage the development of design skills for planning the form and function of space, structure, objects, sounds, and events.
7. Develop skills in the technical fields of music, including arranging and recording.
8. Connect music to human life and living in order to demonstrate its importance in our world.

In *Introduction To Music* the student will be exposed to many styles of music from different eras, not to make an attempt to make the students appreciate or "like" that particular music, but rather to understand the music and respect it. This may lead to a broadening of musical taste. This will also help the student to better understand, with deeper meaning, the musical styles they already know.

By developing these skills and talents, students will be able become better students and use these skill throughout their life.

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

INTRODUCTION

Arts Education in the 21st Century

Creativity is a driving force in the 21st-century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. ... Those countries that produce the most important new products and services can capture a premium in world markets ...

(2007, National Center on Education and the Economy)

Experience with and knowledge of the arts is an essential component of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to 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, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Vision: An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
- Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts Standards

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the [National Standards for Arts Education](#). Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the

standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

Revised Standards

The revised 2009 visual and performing arts standards align with the National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education Assessment Framework](#): creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's revised 2009 visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Organization of the 2009 Standards

This organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique

requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

Proficiency Levels and Grade Band Clusters

The grade-band clusters for the 2009 visual and performing arts standards correspond to new federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

- **Preschool:** For those preschool programs that offer appropriate time and frequency of instruction in the visual and performing arts, all students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts

disciplines. The goal is that preschool students *attain foundational skills that later lead to [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5 grade-level arts standards, as developmentally appropriate.

- **Grades K-2 and 3-5:** All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students *attain [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts.
- **Grades 6-8:** In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by choice. The expectation at this level is that all students *demonstrate [competency](#)* in the content knowledge and skills delineated for the selected arts discipline.
- **Grades 9-12:** Throughout secondary school, student instruction continues to focus on one of the four arts disciplines, as chosen by the student. By the end of grade 12, all students *demonstrate [proficiency](#)* in at least one chosen arts discipline by meeting or exceeding the content knowledge and skills delineated in the arts standards.

Teaching the Standards: Certification and Highly Qualified Arts Educators

The visual and performing arts are considered a “core” subject under the federal No Child Left Behind Act (NCLB-2001). Therefore, all visual and performing arts teachers must meet the “Highly Qualified Teachers” standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

Education in the Arts: National and State Advocacy

- The [Arts Education Partnership](#) provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts.
- At the state level, the [New Jersey Arts Education Partnership](#) was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, [Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child](#), is the NJAEP’s response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New Jersey’s public schools.
- A [Glossary](#) of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

Resources

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President's Committee on the Arts & Humanities & Arts Education Partnership. (1999).
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Wiggins, G., & McTighe, J. (2005). Understanding by design (2nd ed.). *Alexandria, VA:*
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Content Area	Visual & Performing Arts		
Standard	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
Strand	B. Music		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , ALL students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	Ear training and listening skill are prerequisites for musical literacy.	1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
	The elements of music are foundational to basic music literacy.	1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.	1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.	1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
5	NOTE: By the end of grade 5 , ALL students demonstrate BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill , and temporal spatial reasoning ability is connected to listening skill.	1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical	1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

	literacy.		
8	NOTE: By the end of grade 8 , those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.		
	Common, recognizable musical forms often have characteristics related to specific cultural traditions.	1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.	1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
12	NOTE: By the end of grade 12 , those students choosing MUSIC as their required area of specialization demonstrate PROFICIENCY in the following content knowledge and skills.		
	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.	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.
	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.	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.

Content Area	Visual & Performing Arts		
Standard	1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.		
Strand	A. History of the Arts and Culture		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , ALL students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
	The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
5	NOTE: By the end of grade 5 , ALL students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Art and culture reflect and affect each other.	1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
	Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre .	1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
8	NOTE: By the end of grade 8 , all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
	The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
12	NOTE: By the end of grade 12 , all students demonstrate PROFICIENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras .

Content Area	Visual & Performing Arts		
Standard	1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Strand	B. Music		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	NOTE: For those preschool programs that offer appropriate time and frequency of instruction, all students attain foundational skills that later lead to BASIC LITERACY in MUSIC.		
	Creating and performing music provides a means of self-expression for very young learners.	1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
		1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
		1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
		1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
2	NOTE: By the end of grade 2 , ALL students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.	1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
	Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.	1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
	Proper breathing technique and correct posture improve the timbre of the voice and protect the	1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing

	voice when singing.		technique while performing songs, rounds, or canons in unison and with a partner.
	Improvisation is a foundational skill for music composition .	1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
	Prescribed forms and rules govern music composition , rhythmic accompaniment, and the harmonizing of parts.	1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
	Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.	1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
5	NOTE: By the end of grade 5 , ALL students demonstrate BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	Complex scores may include compound meters and the grand staff.	1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter , and compound meter .
	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.	1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.	1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
	Decoding musical scores requires understanding of notation systems, the elements of music , and basic compositional concepts.	1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
8	NOTE: By the end of grade 8 , those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.		
	Western, non-Western, and avant-garde notation systems have distinctly different characteristics.	1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
	Stylistic considerations vary across genres ,	1.3.8.B.2	Perform independently and in groups with expressive

	cultures, and historical eras .		qualities appropriately aligned with the stylistic characteristics of the genre.
	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.	1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
	Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.	1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
12	NOTE: By the end of grade 12 , those students choosing MUSIC as their required area of specialization demonstrate PROFICIENCY in the following content knowledge and skills.		
	Technical accuracy, musicality, and stylistic considerations vary according to genre , culture, and historical era .	1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
	The ability to read and interpret music impacts musical fluency.	1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.	1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
	Basic vocal and instrumental arranging skills require theoretical understanding of music composition .	1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Content Area	Visual & Performing Arts		
Standard	1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Strand	A. Aesthetic Responses		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	NOTE: For those preschool programs that offer appropriate time and frequency of instruction, all students attain foundational skills that later lead to BASIC LITERACY in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	There is beauty in the everyday world and in works of art.	1.4.P.A.1	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
		1.4.P.A.2	Describe feelings and reactions in response to a creative movement/dance performance.
		1.4.P.A.3	Begin to demonstrate appropriate audience skills during recordings and music performances.
		1.4.P.A.4	Describe feelings and reactions in response to diverse musical genres and styles.
		1.4.P.A.5	Begin to demonstrate appropriate audience skills during storytelling and performances.
		1.4.P.A.6	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
		1.4.P.A.7	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
2	NOTE: By the end of grade 2 , ALL students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

		1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
		1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
		1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
5	NOTE: By the end of grade 5 , ALL students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Works of art may be organized according to their functions and artistic purposes (e.g., genres , mediums , messages, themes).	1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
	Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
8	NOTE: By the end of grade 8 , all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
	Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
	Performance technique in dance, music, theatre, and visual art varies according to historical era and	1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse

	genre .		cultures and historical eras.
	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
	Symbolism and metaphor are characteristics of art and art-making.	1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.	1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
	Artwork may be both utilitarian and non-utilitarian . Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.	1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
12	NOTE: By the end of grade 8 , all students demonstrate PROFICIENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology .	1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Content Area	Visual & Performing Arts		
Standard	1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Strand	B. Critique Methodologies		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , ALL students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
	Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.
5	NOTE: By the end of grade 5 , ALL students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology .	1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
Levels of proficiency can be assessed through analyses of how artists apply the elements of art	1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design .	

	and principles of design.		
	Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
8	NOTE: By the end of grade 8 , all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras .	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
12	NOTE: By the end of grade 8 , all students demonstrate PROFICIENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.		
	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras .
	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

	Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Outline

I. Critique

1. Analyze musical characteristics and function
2. Analyze sound sources
3. Distinguish timbres by sound
4. Analysis of vocal ranges, tone quality
5. Classify instruments
6. Distinguish between acoustic and synthesized instruments
7. Compare/Contrast the moods of instruments
8. Using musical terms
9. Develop critical listening skills
10. Develop reviews
11. Distinguish musical styles
12. Distinguish vocal artists of different cultures
13. Understand the criteria for a virtuoso performance
14. Describing a virtuoso performance
15. Describing an artist's musical and technical greatness
16. Determining expressiveness
17. Analyze musical characteristics
18. Describe expressive qualities
19. Compare the qualities of solo and choral performances
20. Compare/Contrast song versions
21. Compare/Contrast love songs
22. Compare/Contrast folk songs
23. Compare/Contrast social awareness songs
24. Distinguish between a play and a musical
25. Play and musical adaptations
26. How music reflects character
27. Justify music choices
28. Analyze lyrics
29. Analyze harmonic rhythm
30. Analyze an opera aria
31. Analyze 19th Century music
32. Analyze 20th Century music
33. Analyze call and response

II. Performance

1. Audiation
2. Major scale
3. Timbres
4. Playing a melody on piano
5. Analyze music with interpretation
6. Instrumental demonstration
7. Technique
8. Achieving musical expression
9. Improvisation
10. Perform a canon
11. Conducting patterns
12. Play chords and simple accompaniment
13. Perform with electronic instruments

III. Music History

1. Prehistoric, Biblical and Ancient music
2. Early Music
3. Medieval
4. Renaissance
5. Baroque
6. Classical
7. Romantic
8. 20th Century
9. 21st Century
10. Contemporary
11. Ragtime
12. Jazz and Blues
13. Musical Theater
14. Country
15. Early Rock and Roll
16. Rap and Hip/Hop
17. Music of the 60's, 70's, 80's 90's
18. Modern day music

References

Music: It's Role and Importance in Our Lives Glencoe McGraw-Hill 2000

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Baroque Music: <http://baroque-music.com/>

Boston Symphony Orchestra: <http://www.bsokids.com/>

Classics for Kids: <http://www.teachersfirst.com/getsource.cfm?id=6372>

Classroom displays and bulletin boards:

<http://home.bellsouth.net/p/s/community.dll?ep=16&groupid=20303&ck>

Dallas Symphony site: http://www.dsokids.com/2001/rooms/DSO_Intro.html

Invaluable Mail list through Teachers.net for music teachers:

www.teachers.net/mentors/music/posts.html

Invaluable Mail list through MENC for music teachers:

www.menc.org/networks/genmus/openforum/wwwboard.htm

Making Tracks: <http://www.bbc.co.uk/radio3/makingtracks/makeatune.shtml>

Morton Subotnik's Creating Music: <http://www.creatingmusic.com/>

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TIMELINE: Early in the year **SUBJECT:** Critiquing **UNIT:** Analyze musical characteristics and function

STEP 1 – BIG IDEA Students will be able to analyze musical characteristics and function

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze musical characteristics and function. - Identify the function of a song in a variety of settings (church, rock concert, wedding etc)

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How many functions of music can you think of? 2. In your opinion, what is the most important function of music. 	<ul style="list-style-type: none"> - Music - Sound - Musical phrase - Intonation - Diction - Pitch - Rhythm - Variation - Cadence - Improvisation

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will analyze and define different musical characteristics and their functions. They will brainstorm different functions of music such as patriotic, expression, religious and celebratory. 2. Students will listen to musical examples and list all the musical characteristics they can identify. They will then analyze the songs function. 3. Students will write a song in a pre-determined function. 	<ol style="list-style-type: none"> 1. Ability to work as an individual and in a group. 2. Ability to identify, label and use correct terminology. 3. Ability to analyze, identify and label the function of musical examples. 4. Written and oral answers.

TIMELINE: Early in the year

SUBJECT: Critiquing

UNIT: Analyze the source of sound

STEP 1 – BIG IDEA

Students will be able to analyze the source of sound.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.5 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.6 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.7 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.8 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">- Analyze and identify the source of sound in various settings.- Determine what types of sound should be called music.- Identify the level of perception of music in a given setting.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none">1. What is music?2. What do you need to create music?3. How should music be judged and critiqued?4. In your opinion, which is harder to master, playing and instrument, composing music or arranging music.	<ul style="list-style-type: none">- Music- Sound- Instrument- Awareness- Oblivious- Heightened

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will analyze, identify and label the source of sound in various situations. 2. Students will analyze the audience’s level of awareness in particular situations. (in the dentist chair, at a parade, at a rock concert, while driving in the car, while walking down the street with headphones). 3. Identify and label what types of sound qualify to be called music. (Listen to John Cage’s “4:33”). 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the source of sound. 2. Ability to analyze and label different audiences perception levels. 3. Ability to determine in their own opinion what qualifies as music.

Timeline: Early in the year

SUBJECT: Critiquing

Unit: Distinguish timbres by sound.

STEP 1 – BIG IDEA

Students will be able to use their ears to distinguish different timbre.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.9 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.10 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.11 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.12 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">- Define timbre.- Use their ear to identify different instruments by the timbre.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none">1. What makes timbres different?2. What are the qualities of a pleasant sounding timbre?	<ul style="list-style-type: none">- Timbre- Ear training- Stereo Image- Panning

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will listen to different musical examples of solo instruments and define the timbres. 2. Students will listen to different musical examples of multiple instruments playing at the same time and attempt to identify all the instruments they hear. 3. Students will determine what qualities make up a pleasing sounding timbre. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the source of sound. 2. Ability to use the ear to differentiate instruments by their unique timbre. 3. Ability to determine in their own opinion what qualities make up a pleasing sounding timbre.

TIMELINE: Early in the year

SUBJECT: Critiquing

UNIT: Basics

STEP 1 – BIG IDEA Students will be able to identify, label and critique the male and female vocal register.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.13 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.14 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.15 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.16 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">- Define the vocal register:<ul style="list-style-type: none">o Sopranoo Altoo Tenoro Bass- Identify male and female registers through listening to various musicians.- Identify and label the vocal ranges on the piano.- Critique the qualities of a voice

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none">1. What is a vocal register?2. How do you think a singer could expand their vocal register?3. What makes a singer sound good?	<ul style="list-style-type: none">- Vocal register- Vocal range- Soprano- Alto- Tenor- Bass- Coloratura- Mezzo Soprano- Contra Alto- Falsetto- Baritone- Resonance- Bel Canto

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Identify the approximate ranges of the registers on the piano 2. Listen to and categorize various voices. 3. Identify other characteristics, (harsh, light, nasal, husky, etc.) 	<ol style="list-style-type: none"> 1. Ability to correctly analyze, identify and label the correct vocal range and classification. 2. Ability to demonstrate vocal ranges on the piano. 3. Ability to critique a vocal performance.

TIMELINE: Early in the year

SUBJECT: Critiquing

UNIT: Classify instruments

STEP 1 – BIG IDEA Students will be able to use their ears to distinguish different timbres in music.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.17 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.18 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.19 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.20 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">- Identify and label all the orchestra instruments by sight.- Identify and label all the orchestra instruments by sound.- Classify all orchestral instruments.- Define the following terms:<ul style="list-style-type: none">o Aerophoneo Electrophoneo Membranophoneo Idiophoneo Chordophone

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none">1. What is the best sounding orchestral instrument?2. What section is the most important in an orchestra?	<ul style="list-style-type: none">- Musical families- Woodwind- Brass- Percussion- Strings- Aerophone- Electrophone- Membranophone- Idiophone- Chordophone

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will learn all the instruments in the orchestra by family and staging. 2. Students will listen to audio examples and identify instruments by their timbre. 3. Students will listen to audio examples and classify instruments by their timbre. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label correct instrument and family by sight. 2. Ability to analyze, identify and label correct instrument and family by ear. 3. Students will be able to define all terms.

TIMELINE: Later in the year

SUBJECT: Critiquing

UNIT: Distinguish between acoustic and synthesized instruments

STEP 1 – BIG IDEA Students will be able to distinguish between acoustic and synthesized instruments

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.21 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.22 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.23 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.24 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">- Identify by ear the difference between acoustic and synthesized instruments.- Define and apply the following terms:<ul style="list-style-type: none">o Acoustico Synthesizero MIDIo Acousticso Electronic

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none">1. What sounds better: acoustic or synthesized instruments.2. If you were a music supervisor, would you hire someone to play a synthesizer over an authentic musician if it cost you less and you couldn't tell the difference?	<ul style="list-style-type: none">- Acoustic- Synthesizer- MIDI- Acoustics- Electronic

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will study the history of the synthesizer and listen to examples of early recordings to modern day recordings. Students will compare and contrast what they hear and how close the synth resembles its replicated instrument. 2. Students will play classroom instruments and then play the same sounds on a keyboard. They will rank how close the synth sounds to the real instrument. 3. Students will research virtual instruments. 4. Students will research how much music in a film is recorded by actual musicians or synthesizers. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label acoustic and synthesized sounds. 2. Ability to compare and contrast acoustic and synthesized music.

TIMELINE: After instrument classifications has been learned. **SUBJECT:** Critiquing **UNIT:** Compare/Contrast the moods of instruments

STEP 1 – BIG IDEA Students will be able to compare/contrast the moods of instruments

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.25 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.26 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.27 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.28 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the instrument played and label its classification. - Compare and contrast the moods and emotions they interpret from solo instruments.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What instrument would you use to convey the emotion of sadness? 2. How should a composer utilize dynamics when trying to capture a particular mood? 	<ul style="list-style-type: none"> - Emotion - Dynamics - Articulation - Technique - Solo - Soli - Unison - Harmony

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will listen to several instruments playing one long tone and interpret the mood of the instrument just by it's timbre. Next they will interpret the mood of the instrument when playing an expressive solo. The students will compare and contrast their findings. 2. Students will listen to a solo selection played by a variety of instruments and decide which instrument was closest to capturing the correct mood of the solo. 3. Listen to a solo played by a live instrument and then played on a synthesizer and compare and contrast which one sounded best. 	<ol style="list-style-type: none"> 1. Ability to express a clear opinion on their interpretation of the mood of varying instruments. 2. Ability to compare and contrast the moods of instruments.

TIMELINE: Early in the year

SUBJECT: Critiquing

UNIT: Using musical terms

STEP 1 – BIG IDEA Students will be able to use musical terms to better critique music and performances.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.29 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.30 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.31 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.32 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">- Define musical terms.- Use musical terms to increase critiquing ability.- Use musical terms to manipulate music and performance.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. Why should we use musical terms to define attributes in music?</p>	<ul style="list-style-type: none">- Forte, mezzo-forte, fortissimo- Piano, mezzo-piano, pianissimo- Crescendo, decrescendo- Staccato, Legato,- Dynamics- Tempo

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students create a list of words to be defined and used in context. Put the words on a word wall and use daily. 2. Critique performances and use descriptive terminology. 3. Change a performance by using musical terms and having a performer play them back in real time. Discuss how it changed the listening experience. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define musical terms. 2. Ability to use musical terms in context.

Timeline: Early in the year. SUBJECT: Critiquing Unit: Listening Skills

STEP 1 – BIG IDEA Students will be able to develop critical listening skills.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.33 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.34 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.35 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.36 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Develop critical listening skills. - Understand the process of the music critic. - Define terms used for descriptive critique.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. Should a music critic listen to music differently than the average audience member? 2. Are music critics better listeners than the average audience member? 	<ul style="list-style-type: none"> - Music critic - Create a list of vocabulary words for a word wall to assist the students in descriptive analysis.

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Define a music critic. 2. Listen to songs played by different artists and discuss why they liked one over the other. 3. Explain why you like the music that you listen to. 4. Create a list of vocabulary words to use when critiquing music the students like and dislike. 5. Create a listening grid to assist in music critiquing. 6. Listen to several songs and rank them in the order that you think is best. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define a music critic. 2. Ability to explain why music is good or bad. 3. Ability to use descriptive words to tell us why they like or dislike a song/artist.

Timeline: After musical terms are learned SUBJECT: Critiquing Unit: Develop music reviews and critiques.

STEP 1 – BIG IDEA Students will be able to create music reviews for critiquing purposes.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.37 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.38 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.39 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.40 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Create a review template to help in critiquing live music, recorded music and other forms of art. - Demonstrate music critiquing ability.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. Why should music and art be critiqued? 2. Why should critique music and art? 	<ul style="list-style-type: none"> - Perceptive listening - Critic

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students create a template that they will use to help them in their critiquing. 2. Complete and discuss several critiques. Compare and contrast the students critiques. 3. Critique live performances using the review template and discuss findings. 4. Complete a profile and biography on important critics in music and other forms of art. 	<ol style="list-style-type: none"> 1. Ability to work as an individual and in a group setting while creating the review template. 2. Ability to accurately complete the template. 3. Written work and ability to form a strong opinion.

Timeline: Teachers discretion. SUBJECT: Critiquing Unit: Distinguish musical styles.

STEP 1 – BIG IDEA	Students will be able to distinguish musical styles.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.41 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.42 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.43 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.44 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label different musical styles. - Identify the characteristics that make up a particular musical style. - Critique songs from different musical styles.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. In your opinion, what makes a musical style good or bad? 2. If you could only listen to one musical style for the rest of your life, what would it be? 	<ul style="list-style-type: none"> - Rock and roll - Jazz - Blues - Hip-hop - Rap - Funk - Classical - Traditional - Folk - Country - Dance - Adult contemporary - Musical Theater - Swing - Big Band - Rag Time

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will listen, analyze, identify and label different musical styles. 2. Students will select one musical style and research what components make up the style such as: <ol style="list-style-type: none"> a. Arrangement b. Instrumentation c. Acoustic/synthesized instruments d. Size of group 3. Compare and contrast different musical styles. 4. Complete an artist profile from a particular musical style. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label varying musical styles. 2. Ability to distinguish different musical styles by ear. 3. Ability to identify the different components that make up a musical style.

Timeline: Teachers discretion. SUBJECT: Critiquing Unit: Distinguish vocal artists of different cultures.

STEP 1 – BIG IDEA Students will be able to distinguish vocal artists of different cultures.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.45 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.46 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.47 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.48 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label different vocal styling from different cultures. - Analyze, identify and label different vocal artists of different cultures. - Analyze, identify and label the different components that make up a particular cultures unique style.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. In your opinion, what is the best vocal style and why? 2. What is the hardest vocal style to sing? 	<ul style="list-style-type: none"> - Style - Interpretation - Range - Mood

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will listen, analyze, identify and label different vocal styles from varying cultures. 2. Students will study famous vocalists from varying cultures and describe their sound. They will use descriptive words to accurately identify and label their style. 3. Compare and contrast vocalist from different cultures. 4. Students will complete and artist profile from a famous vocalist of varying cultures. 5. Students will critique performances of varying styles. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label varying vocalist from different cultures. 2. Ability to critique a vocal performance from varying cultures using descriptive words. 3. Ability to identify the different components that make up the style from varying cultures.

Timeline: After core critiquing has been established. SUBJECT: Critiquing Unit: Virtuoso performers

STEP 1 – BIG IDEA Students will be able to identify and critique what makes a musician a virtuoso.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.49 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.50 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.51 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.52 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define a virtuoso. - Identify what makes a performer a virtuoso.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How does a musician reach virtuoso status? 2. How do you think the childhood of a virtuoso differs from a non-virtuoso? 	<ul style="list-style-type: none"> - Virtuoso - Performance - Ability

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Define a virtuoso. 2. Research what makes a musician attain virtuoso status. 3. Research virtuosos. 4. Listen to audio examples and watch videos of virtuoso’s performing. Critique as a class and individually. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define a virtuoso. 2. Ability to recognize the differences between a virtuoso and non-virtuoso.

Timeline: After core critiquing has been established SUBJECT: Critiquing Unit: Virtuoso performers

STEP 1 – BIG IDEA Students will be able to describe a virtuoso performance.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.53 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.54 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.55 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.56 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify a virtuoso performance. - Identify the elements that make up a virtuoso performance.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What would you rather be: a virtuoso performer or the composer of the music a virtuoso performs? Why? 2. Does a composer have to be a virtuoso to be able to write music for a virtuoso to perform? 	<ul style="list-style-type: none"> - Virtuoso - Performance - Ability - Child prodigy

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Listen to several musical examples and identify the virtuoso performance. 2. Create a check off list that would help someone easily identify a virtuoso performance. 3. Complete a profile on a virtuoso. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define a virtuoso. 2. Ability to recognize the differences between a virtuoso and non-virtuoso.

Timeline: Teachers discretion. SUBJECT: Critiquing Unit: Describing an artist's musical and technical greatness.

STEP 1 – BIG IDEA	Students will be able to describe an artist's musical and technical greatness.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.57 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.58 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.59 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.60 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and describe an artists musical and technical greatness. - Compare and contrast varying artists based on their technique.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<p>1. What makes an artist a great musician?</p>	<ul style="list-style-type: none"> - Musician - Technique - Style - Form - Improvisation - Interpretation - Expression

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will listen, analyze, identify and label varying musicians. They will describe what makes them great musicians in their opinions. 2. Students will research and study the different techniques used in varying musical styles. 3. Students will compare and contrast great musicians on varying instruments. 4. Students will make a list of instruments they think are easy to hardest to master. 5. Students will complete an artist profile on someone they think is an exceptional musician. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label varying musicians and what makes them great. 2. Ability to research and identify the specific techniques needed to become a great musician on any given instrument. 3. Ability to complete an artist profile on someone they think is an exceptional musician. 4. Written and oral answers.

STEP 1 – BIG IDEA	Students will be able to gauge expressiveness in a musical performance.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.61 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.62 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.63 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.64 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define music expression. - Develop the skills to be able to identify when music is expressive. - Determine what it takes to make a song or melody more expressive.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. Is music that is not expressive still good? 2. What makes a song good? 3. How can a musician be more expressive during a performance? 	<ul style="list-style-type: none"> - Expression - Emotion - Emote - Passionate - Bland - Consistent

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Define music expression. 2. Listen to various artists and discuss if they are expressive in their performances. 3. Play an expressive melody or rhythm on a classroom instrument. 4. Compare and contrast music that is expressive and non-expressive. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define expressive music. 2. Ability to play music with expression. 3. Ability to critique expressive music. 4. Ability to compare and contrast expressive music.

Timeline: Teachers discretion. SUBJECT: Critiquing Unit: Analyze musical characteristics

STEP 1 – BIG IDEA Students will be able to analyze musical characteristics.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.65 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.66 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.67 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.68 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label musical characteristics.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. What is the most important musical characteristic and why?</p>	<ul style="list-style-type: none"> - Musical - Characteristic - Timbre - Style - Consonance - Dissonance

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will list characteristics that can be used to define different styles and instruments such as: <ol style="list-style-type: none"> a. Timbre b. Tempo c. Arrangement d. Instrumentation e. Consonance/dissonance 2. Students will listen, analyze, identify and label musical characteristics of varying styles. 	<ol style="list-style-type: none"> 1. Ability to create a list of musical characteristic identifiers 2. Ability to analyze, identify and label varying musical characteristics

Timeline: Teachers discretion. SUBJECT: Critiquing Unit: Describe expressive qualities.

STEP 1 – BIG IDEA Students will be able to describe expressive qualities.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.69 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.70 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.71 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.72 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label expressive qualities in music.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. Why is it important to be expressive in music? 2. How should an artist interpret a composer’s expressiveness and how much artist liberty should they take? 	<ul style="list-style-type: none"> - Expression - Interpretation - Artist liberty - Dynamics - Articulation

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will analyze, identify and label expressiveness within a composition and performance. 2. Students will make a list of expressive qualities to listen for when critiquing a performance. 3. Students will use classroom instruments and play an expressive improvised solo. 4. Students will compare and contrast performances that are considered expressive. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label expressiveness in music. 2. Ability to compare and contrast expressive performances.

Timeline: Teachers discretion. SUBJECT: Critiquing Unit: Compare the qualities of solo and choral performances.

STEP 1 – BIG IDEA	Students will be able to compare the qualities of solo and choral performances.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.73 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.74 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.75 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.76 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities of solo and choral performances.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<p>1. In your opinion what is better, a solo or choral performance and why?</p>	<ul style="list-style-type: none"> - Solo - Choral - Unison - Harmony - Counterpoint - Canon - Round

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will analyze, identify and label the differences between solo and choral music. 2. Students will analyze the different techniques used in singing in a solo and in a chorus. 3. Students will compare and contrast solo and choral performances. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities of a solo and choral performance. 2. Ability to compare and contrast solo and choral performance.

Timeline: Teachers discretion. SUBJECT: Critiquing Unit: Compare/Contrast song versions.

STEP 1 – BIG IDEA Students will be able to compare/contrast song versions.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.77 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.78 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.79 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.80 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Compare/contrast song versions

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. In your opinion which version of the song is better and why?</p>	<ul style="list-style-type: none"> - Arrangement - Style - Interpretation

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will listen to and analyze the differences between song versions. 2. Students will describe why they like one version over the other. 3. Students will research the legalities of redoing or sampling a song. 4. Students will research and present songs that have been remade or sampled and explain why they like one over the other. 5. Students will remake or sample and create a new song as a project. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the differences between song versions. 2. Ability to identify a song that has a sample of another song. 3. Ability to research and present the legalities of remaking or sampling a song. 4. Ability to remake or sample a song.

Timeline: After critiquing ability has been established SUBJECT: Critique Unit: Compare and contrast “love songs”

STEP 1 – BIG IDEA Students will be able to study how the theme of “love” has been used in music over the course of music history.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.81 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.82 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.83 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.84 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define, analyze and identify “love songs”. - Compare and contrast “love songs”. - Brainstorm how many different ways love is addressed in music (just met, break ups, cheating etc) - Explain how emotion is achieved in music in particular: “love songs”. - Identify how different cultures address the topic in their music.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What makes love songs different? 2. How many kinds of love songs are there? 	<ul style="list-style-type: none"> - Ballad - Emotion - Prosody

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Research how love is addressed in multiple cultures. 2. Brainstorm all the different ways love is sung about: break ups, new love, loneliness, content etc. 3. Compare and contrast several love songs. 4. Identify techniques used to create emotion in love songs. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define vocabulary terms. 2. Ability to brainstorm as an individual and in a group setting. 3. Ability to critique, compare and contrast love songs.

Timeline: After critiquing ability has been established SUBJECT: Critique Unit: Compare and contrast “folk songs”

STEP 1 – BIG IDEA Students will be able to study how “folk songs” have been used in music over the course of music history.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.85 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.86 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.87 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.88 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define, analyze and identify “folk songs”. - Compare and contrast “folk songs”. - Listen to examples of “folk songs” and define the “central idea” - Identify how different cultures address the topic in their music.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What makes folk songs different? 2. How many kinds of folk songs are there? 	<ul style="list-style-type: none"> - Folk music - Instrumentation - Arrangement - Folk lure

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Research how folk songs are used in multiple cultures. 2. Brainstorm all the different subjects folk songs could be written about. 3. Compare and contrast several folk songs. 4. Identify techniques used to tell the stories in folk songs. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define vocabulary terms. 2. Ability to brainstorm as an individual and in a group setting. 3. Ability to critique, compare and contrast folk songs.

Timeline: After critiquing ability has been established SUBJECT: Critique
 Compare/contrast “social awareness songs”

Unit:

STEP 1 – BIG IDEA Students will be able to study how “social awareness songs” have been used in music over the course of music history.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.89 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.90 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.91 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.92 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define, analyze and identify “social awareness songs”. - Compare and contrast “social awareness songs”. - Listen to examples of “social awareness songs” and define the “central idea” - Identify how different cultures address the topic in their music.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<p>1. What makes social awareness songs different?</p>	<ul style="list-style-type: none"> - Protest music - Instrumentation - Arrangement

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Research how social awareness songs are used in multiple cultures. 2. Brainstorm all the different subjects social awareness songs could be written about. 3. Compare and contrast several social awareness songs. 4. Identify techniques used to convey the message of social awareness in music. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define vocabulary terms. 2. Ability to brainstorm as an individual and in a group setting. 3. Ability to critique, compare and contrast social awareness songs.

Timeline: After critiquing ability has been established SUBJECT: Critique Unit: Music theater vs play

STEP 1 – BIG IDEA Students will be able to identify the differences between a music and a play.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.93 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.94 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.95 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.96 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define, analyze and identify musical theater and straight play.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What do you prefer, musical theater or straight play and why? 2. Which is harder to write? 	<ul style="list-style-type: none"> - Musical theater - Straight play - Monologue - Scene - Overture - Entr'acte - Character

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Research the history of straight plays and musical theater. 2. Watch both and discuss the differences between the performances. 3. Have the students create a scene from a play and a scene with a song from a musical. Discuss which was harder and why. 4. Study play writes and musical theater writing teams. 	<ol style="list-style-type: none"> 1. Ability to identify, analyze, compare and contrast straight plays and musical theater. 2. Ability to compete written papers on the subject mater.

Timeline: After critiquing ability has been established SUBJECT: Critique Unit: Music theater vs play

STEP 1 – BIG IDEA Students will be able to identify the differences between a music and a play.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.97 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.98 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.99 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.100 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define, analyze and identify adaptations of plays into musicals.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What do you prefer, musical theater or straight play and why? 2. Is it harder to turn a play into a musical or write a musical from scratch? Why? 	<ul style="list-style-type: none"> - Musical theater - Straight play - Monologue - Scene - Overture - Entr'acte - Character

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Identify, analyze, compare and contrast plays that were adapted into musical theater productions. 2. Watch and study the plays and then the adapted musicals and discuss the differences between the performances. 3. Research a play that you'd like to see adapted into a musical. 	<ol style="list-style-type: none"> 1. Ability to identify, analyze, compare and contrast adaptations of plays into musicals. 2. Written work

STEP 1 – BIG IDEA Students will be able to analyze how music reflects character.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.101 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.102 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.103 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.104 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label how music reflects a character in various musical styles.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. Why is it important to think about the characters when writing music for theater?</p>	<ul style="list-style-type: none"> - Prosody - Aria - Opera - Musical Theater - Character

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Watch a musical theater performance and discuss how music was used to define a character. 2. Study different selections from musical theater, opera and contemporary music which music is used to define a character. 3. Analyze lyrics that are used to define a character. 4. Discuss and describe why music plays an integral part in how we feel about characters from theater to film. 5. Listen and analyze how music is used to describe characters in composition “Peter and the wolf” 6. Create a piece of music that defines a character and present to the class. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label how music helps to define characters in musical genres. 2. Written and oral answers.

STEP 1 – BIG IDEA	Students will be able to justify music choices.
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STEP 2 - LEARNING OUTCOMES	
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NJCCC Standards - Content	Instructional Objectives – Skills
<i>What Students will Know</i>	<i>What Students will be able to do</i>
<p>1.105 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.106 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.107 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.108 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and describe why a decision was made in the composition of a song and in context.

STEP 3 – TO CONSIDER	
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Essential Questions	Vocabulary
<p>1. Why should a composer think about when making decisions on the direction of a song?</p>	<ul style="list-style-type: none"> - Co-writing - Artistic interpretation

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Listen to songs where a clear decision has been made to direct the flow of a composition and discuss. <ol style="list-style-type: none"> 1. Dave Matthews Band “When the World Ends” abruptly cuts off in the middle of a phrase 2. Have the students research a song and present to the class their justification for the composer/performers artistic choices. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label how and why a composer/performer made a specific choice.

STEP 1 – BIG IDEA Students will be able to justify music choices.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.109 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.110 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.111 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.112 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze and critique lyrics of varying style.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What makes a lyric good or bad? 2. Do lyrics have to rhyme? 	<ul style="list-style-type: none"> - Lyrics - Copy-write - Scansion

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Analyze lyrics to several songs of varying styles. Have the students discuss what makes them good or bad. 2. Analyze the rhyming structure of several songs and discuss what makes them good or bad. 3. Study lyric writing techniques such as deceptive rhyming structures, couplets etc. 4. Study and apply “scansion” (analyzing the stresses of lyrics in up beat down beat fashion) 5. Study the concept of “central idea” and have the students summarize a song in one sentence. 6. Have the students write lyrics to music. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the various techniques used to create lyrics. 2. Ability to compare and contrast lyrics. 3. Ability to write their own lyrics. 4. Ability to apply scansion to lyrics.

STEP 1 – BIG IDEA	Students will be able to analyze harmonic rhythm.
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STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.113 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.114 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.115 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.116 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label harmonic rhythm and how it is used in music.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. Are songs that use the same harmonic rhythm throughout better or worse than songs that vary the harmonic rhythm? 2. Why should a composer be aware of harmonic rhythm? 	<ul style="list-style-type: none"> - Harmony - Rhythm - Strong/weak beat

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Study strong and weak beats in multiple time signatures. 2. Analyze how harmonic rhythm is used in different sections of songs. 3. Have the students analyze the harmonic rhythm on several songs on their own and compare results. 4. Have the students chart out the motion of a song through use of increased or decreased harmonic rhythm. 5. Have the students write their own song utilizing harmonic rhythm techniques. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label harmonic rhythm and how it is used as a compositional tool. 2. Written and oral answers.

Timeline: After core critique skills have been learned. SUBJECT: Critique Unit: Analyze an opera aria.

STEP 1 – BIG IDEA Students will be able to analyze an opera aria.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.117 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.118 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.119 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.120 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the components and qualities that make up an opera aria.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. Why isn't an opera aria mainstream radio material? 2. Is it harder to sing an operatic aria or a pop song and why? 	<ul style="list-style-type: none"> - Opera - Aria - Technique - Classical - Falsetto - Belt voice

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Analyze, identify and label the qualities and components that make up an opera aria. 2. Have the students critique various arias and report their findings. 3. Have students discuss what it takes to be able to perform an aria to perfection. 4. Have the students discuss what it takes to be able to compose an opera aria. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the components and qualities that make up an opera aria 2. Written and oral answers.

Timeline: After core critique skills have been learned SUBJECT: Critique Unit: Analyze 19th century music.

STEP 1 –	Students will be able to analyze 19 th century music.
BIG IDEA	

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.121 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.122 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.123 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.124 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the components and qualities that make up 19th century music.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How has 19th century music influenced modern day music? 2. Is it harder to write 19h century music or modern day music? 	

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Analyze, identify and label the qualities and components that make up 19th century music. 2. Have the students critique various songs from the era and report their findings. 3. Lead a discussion on how different things would have been had those composers had computers and notation software. 4. Have the students research music from that era and present their favorite selection to the class. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the components and qualities that make up 19th century music. 2. Written and oral answers.

Timeline: After core critique skills have been learned SUBJECT: Critique Unit: Analyze 20th century music.

STEP 1 – BIG IDEA Students will be able to analyze 20th century music.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.125 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.126 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.127 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.128 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the components and qualities that make up 20th century music. - Compare and contrast 19th and 20th century music.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How has 20th century music influenced modern day music? 2. Is it harder to write 19th or 20th century music? 	

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Analyze, identify and label the qualities and components that make up 20th century music. 2. Have the students critique various songs from the era and report their findings. 3. Have the students compare and contrast 19th and 20th century music. 4. Have students research music from that era and present their favorite selection to the class. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the components and qualities that make up 20th century music. 2. Ability to compare and contrast 19th and 20th century music. 3. Written and oral answers.

STEP 1 – BIG IDEA Students will be able to analyze the various components that make up “call and response”.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.129 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.130 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.131 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.132 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define the following terms: <ul style="list-style-type: none"> o Call and response o Texture o Concerto o Monophony o Homophony o Polyphony o Neumes o Polychoral o Canon o Counterpoint - Identify the terms in musical examples.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. What type of musical level would one need to be able to complete a call and response, canon or counterpoint?</p>	<ul style="list-style-type: none"> - Call and response - Texture - Concerto - Monophony - Homophony - Polyphony - Neumes - Polychoral - Canon - Counerpoint

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Define music examples and identify the various vocabulary classifications. 2. Perform a round or canon in class. 3. Listen to and analyze counter-punctual music. 4. Using classroom instruments, play a melody that utilizes monophony, homophony or polyphony concerts. 5. Identify, label and critique texture in music. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define vocabulary terms. 2. Ability to perform music according to the terms defined. 3. Ability to define terms in written and oral form.

STEP 1 – BIG IDEA Students will be able to define and apply the concept of “audiation”

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.133 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.134 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.135 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.136 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Find out how to “think” sounds (audiation) - Define the term “audiation”

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What is “audiation”? 2. How do you think a musician learns to “audiate”. 3. Is the ability to “audiate” necessary to be a musician? 4. What well can you “audiate”? 	<ul style="list-style-type: none"> - Audiation - Music - Melody

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Think a major scale singing do re me..... Sing the top note out loud together to see if everyone has the same pitch. 2. Think about sounds of various instruments playing the Star Spangled Banner. How are they the same? Different? 3. Audiate America as a class. When you get to the word “sing”, sing out loud to see if everyone says it together. 	<ol style="list-style-type: none"> 1. Ability to correctly sing the top note of a given melody. 2. Ability to identify and define “audiation”

STEP 1 – BIG IDEA Students will be able to identify, label and analyze the major scale.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.137 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.138 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.139 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.140 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify, label and analyze the components that make up the major scale. - Identify the major scale by ear. - Write a major scale on staff paper.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. Do you like the sound of the major scale? Why or why not?</p>	<ul style="list-style-type: none"> - Ionian mode - Half step - Whole step - Pattern - Octave - Unison - Technique

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Identify, label and analyze the components that make up a major scale. 2. Play the “C” scale on the piano. 3. Listen to scales and identify if they sound like a major scale or not. 	<ol style="list-style-type: none"> 1. Ability to identify, label and analyze the major scale. 2. Ability to identify the major scale by ear. 3. Ability to play the major scale on the piano.

STEP 1 – BIG IDEA Students will be able to analyze timbres in a performance.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.141 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.142 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.143 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.144 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the components and qualities that make up different timbres in music.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. How does various timbres effect the mood of a performance?</p>	<ul style="list-style-type: none"> - Timbre - Mood - Style - Pitch bend - Vibrato - Straight tone - Trill - Hit - Portamento - Glissando

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Analyze, identify and label the qualities and components that make up different timbres in music. 2. Have the students describe how they feel when they listen to different timbres. 3. Have the students use classroom instruments to manipulate the timbre. 4. Have the students use their voice to change timbre. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the components and qualities that make up different timbres in music. 2. Ability to describe timbre and its role in a performance. 3. Ability to identify different techniques used to manipulate timbre.

STEP 1 – BIG IDEA Students will be able to utilize the skills necessary to play a melody on the piano.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.145 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.146 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.147 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.148 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Correctly play a melody on the piano utilizing all the skills necessary.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How long should it take before a new pianist can become a professional? 2. What does it take to become a professional? 	<ul style="list-style-type: none"> - Posture - Fingering - Music Notation - Technique

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Using prior knowledge of music notation and rhythm, have the students become familiar with the notes on the piano. 2. Have the students discover how to put their hands at the C 5 finger position and teach songs with melodies in that region. 3. Have the students study proper posture and fingering techniques on the piano. 4. Have the students learn a song by ear and then have them notate it on manuscript paper. 5. Have the student critique each others performance using constructive criticism. 6. Have the students compose their own melody and perform for the class. 	<ol style="list-style-type: none"> 1. Ability to utilize the proper skills and technique needed to perform a melody on the piano. 2. Ability to compose their own melody on the piano.

Timeline: Teachers discretion. SUBJECT: Performance Unit: Analyze music with interpretation.

STEP 1 – BIG IDEA Students will be able analyze music with interpretation.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.149 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.150 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.151 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.152 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the components and qualities that are used to interpret music.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How does interpretation of music change from musician to musician? 2. How is music interpretation important in a performance? 	<ul style="list-style-type: none"> - Interpretation - Style - Ability

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Students will study a score and then listen to the performance. They will discuss how the artist interpreted the music and made it come to life. 2. Have the students create a list of concepts that should be used when interpreting music as a performer. Have them also discuss the artist's decisions and how much individual interpretation should be used. 3. Have students discuss tastefulness in a performance. 4. Have the students learn a song or rhythm and perform it with their own interpretation. 5. Have the students create a scenario and play it out using only classroom instruments and improvisation. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the components and qualities that are used to interpret music. 2. Ability to perform to the best of their ability a song that displays artistic interpretation.

STEP 1 – BIG IDEA Students will be able perform at the best of their ability on classroom instruments.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.153 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.154 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.155 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.156 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the component, qualities, skills and technique needed to play specific instruments. - Perform to a beginning degree on a classroom instrument.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. What makes a musician great on an instrument?</p>	<ul style="list-style-type: none"> - Technique - Breath support - Posture

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have a musician who is proficient on an instrument demonstrate or the class. Have them talk about the technique and practice needed to master the instrument. Have volunteers try to play the instrument. 2. Watch videos of performers talking about their instrument and performing selection. Have the students take notes and compare their findings. 3. After the students have learned basics on an instrument, have them attempt to perform a scale or simple melody. Have the students discuss and critique the performance. 4. Have the students research how instruments are built and report back to the class. 5. Have the students research the history of any given instrument and present an oral report. 6. Utilize online videos of “How It’s Made” showing how factories and patricians build instruments. 7. Have the students research the cheapest and most expensive individual instrument. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the component, qualities, skills and technique needed to play specific instruments. 2. Ability to perform to a beginning degree on a classroom instrument.

Timeline: Teachers discretion. SUBJECT: Performance Unit: Technique.

STEP 1 – BIG IDEA Students will be able to define and demonstrate proper technique on an instrument.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.157 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.158 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.159 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.160 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the components that make up proper technique. - Perform on a classroom instrument using proper technique. - Define technique.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How can a musician be successful without learning proper technique? 2. Why is technique important? 	<ul style="list-style-type: none"> - Technique - Breath support - Posture

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students define technique. 2. Have students study what technique is used in other areas such as dance and painting. 3. Have the students learn proper technique on a classroom instrument and perform for the class. 4. Have the students create a rubric for scoring technique. 5. Have the students watch videos and have live demonstrations of proper technique. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the components that make up proper technique. 2. Ability to perform on a classroom instrument using proper technique. 3. Ability to define and score technique using the class created rubric.

Timeline: Teachers discretion. SUBJECT: Performance Unit: Achieving musical expression.

STEP 1 – BIG IDEA Students will be able to demonstrate musical expression.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.161 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.162 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.163 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.164 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities needed for musical expression. - Perform on a classroom instrument using musical expression. - Define musical expression.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How can a musician be successful without using musical expression? 2. Why is musical expression important? 3. How can a musician play with emotion without using musical expression? 	<ul style="list-style-type: none"> - Musical Expression - Interpretation - Improvisation - Solo - Technique - Breath support - Posture

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students define musical expression. 2. Have the students study how expression is used in other areas such as dance, art and literature. 3. Demonstrate musical expression on a classroom instrument. Have the students perform using musical expression on a classroom instrument. 4. Have the students create a rubric for scoring musical expression. 5. Have the students watch videos and have live demonstrations of musical expression. 6. Have the students improvise on a classroom instrument using musical expression. Have the class tell the student what emotion to play (play like you're sad, happy, scared etc.) 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities needed for musical expression. 2. Ability to perform on a classroom instrument using musical expression. 3. Ability to define and score musical expression using the class created rubric.

Timeline: Teachers discretion. SUBJECT: Performance Unit: Improvisation

STEP 1 – BIG IDEA Students will be able to describe and demonstrate improvisation.

STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.165 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.166 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.167 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.168 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities and components used in improvisation. - Define improvisation. - Improvise on a classroom instrument. - Critique an improvised solo.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How does a musician become a good improviser? 2. How do musicians speak to each other when playing? 3. What is needed to improvise in a jazz quartet? 	<ul style="list-style-type: none"> - Musical Expression - Interpretation - Improvisation - Solo - Technique - Breath support - Posture

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students define improvisation. 2. Have the students study how improvisation is used in other areas such as dance, art and sports. 3. Demonstrate improvisation on a classroom instrument. Have the students improvise on a classroom instrument. 4. Have the students create a rubric for scoring improvisation. 5. Have the students watch videos and have live demonstrations of improvisation. 6. Have the students improvise on a classroom instrument using musical expression. Have the class tell the student what emotion to play (play like you're sad, happy, scared etc.) 7. Have the students study jazz performers and critique their improvised solos. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities needed for improvisation. 2. Ability to improvise on a classroom instrument. 3. Ability to define and score improvisation using the class created rubric.

Timeline: Teachers discretion. SUBJECT: Performance Unit: Perform a Canon

STEP 1 – BIG IDEA	Students will be able to describe and perform a Canon.
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STEP 2 - LEARNING OUTCOMES

NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.169 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.170 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.171 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.172 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities and components used to create and perform a Canon. - Define a Canon. - Create a Canon.

STEP 3 – TO CONSIDER

Essential Questions	Vocabulary
<p>1. What abilities are needed to perform a Canon?</p>	<ul style="list-style-type: none"> - Musical Expression - Interpretation - Improvisation - Solo - Technique - Breath support - Posture - Canon

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students define a Canon. 2. Have the students study and analyze varying Canons. 3. Have the students perform a simple Canon in small groups on classroom instruments. 4. Have the students write and perform a Canon as a group project. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities needed to write and perform a Canon. 2. Ability to perform a Canon on a classroom instrument. 3. Ability to compose and perform a Canon in a group setting. 4. Ability to work in a group setting as well as individually.

STEP 1 – BIG IDEA Students will be able to learn about the conductor and his role as well as demonstrate basic conducting patterns.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.173 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.174 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.175 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.176 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define, label and analyze the role of the conductor. - Conduct the following patterns: <ul style="list-style-type: none"> o 4/4 o 3/4 o 2/4 o 6/8 o 5/4 - Identify what conducting pattern should be used by listening to musical examples.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. Should conductors be excellent musicians as well? 2. Why is the role of the conductor important in the success of an orchestra? 	<ul style="list-style-type: none"> - Conductor - Baton - Tempo - Dynamics - Rhythm - Crescendo - Decrescendo - Anacrusis/pick-up - Cut-off

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Define the role of the conductor. 2. Define terms and elements of conducting (dynamics, tempo etc) 3. Conduct the following patterns with a conductor’s baton: 4/4, 3/4, 2/4, 6/8, 5/4. 4. Change tempo while conducting. 5. Have a student conduct while the students clap. Have the conductor change dynamics and tempo and see if the class can follow. 6. Conduct along with a musical example. 7. Conduct a live performance. 	<ol style="list-style-type: none"> 1. Ability to identify, label and define vocabulary terms. 2. Ability to conduct the basic patterns with proper technique. 3. Ability to change tempo and dynamics while conducting.

Timeline: Teachers discretion SUBJECT: Performance

Unit: Play chords and a simple accompaniment.

STEP 1 – BIG IDEA	Students will be able to demonstrate ability to perform chords and accompaniment.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.177 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.178 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.179 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.180 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities and components needed to play chords and simple accompaniment. - Define chord and accompaniment. - Perform chords and simple accompaniment.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What abilities are needed to perform chords and accompaniment? 2. Why is accompaniment important when performing a song? 	<ul style="list-style-type: none"> - Chords - Accompaniment - Technique - Balance - Melody

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students define a chord and accompaniment. 2. Have the students study the basics of creating a chord. Have the students practice playing a chord on the piano in different positions. 3. Demonstrate how chords are used to create songs. 4. Have the students study accompaniment and how it's used in a performance. 5. Have the students practice playing a simple accompaniment on a classroom instrument. 6. Split the class into small groups and have one student play a melody while the other plays the accompaniment. Have the students critique the performance. 7. Split the class into small groups and have the students compose a melody and accompaniment. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities needed to play chords and accompaniment. 2. Ability to perform chords and accompaniment on classroom instruments. 3. Ability to compose and perform a melody with accompaniment. 4. Ability to work in a group setting as well as individually.

Timeline: Teachers discretion. SUBJECT: Performance Unit: Perform using an electronic instrument.

STEP 1 – BIG IDEA Students will be able to perform using an electronic instrument.

STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.181 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.182 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.183 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.184 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities and components needed to perform a song using an electronic instrument. - Define electronic instrument. - Perform using an electronic instrument.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. What abilities are needed to perform using an electronic instrument? 2. How have electronic instruments changed how music is created? 3. How have electronic instruments changes how we listen to music? 	<ul style="list-style-type: none"> - Chords - Accompaniment - Technique - Balance - Melody - Synthesizer - MIDI - MIDI keyboard - Mixer

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students define and identify electronic instruments. 2. Have the students study the history of electronics in music. 3. Have students experiment using a synthesizer. Have the change the patches and manipulate the settings to create new sounds. 4. Have the students perform a song or improvisation on an electronic instrument. 5. Compare and contrast analog and digital instruments. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities needed to perform on an electronic instrument. 2. Ability to perform on an electronic instrument.

Timeline: Teachers discretion. SUBJECT: Music History Unit: Prehistoric, biblical and ancient music

STEP 1 – BIG IDEA	Students will be able to describe and recall the components and qualities that make up prehistoric, biblical and ancient music.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.185 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.186 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.187 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.188 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities and components that make up prehistoric, biblical and ancient music. - Identify and report on artists, styles and the different functions of music from that era.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How do you think early music was created? 2. What was the function of music in that era? 3. Who listened to music in that era? 4. How is modern music different from music from that era? 	<ul style="list-style-type: none"> - Music - Instrument - Secular Music

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students analyze, identify, research, compare and contrast the components that make up prehistoric, biblical and ancient music. 2. Have the students create a listening grid that will help them analyze music that they listen to from that era. Examples could include: <ol style="list-style-type: none"> e. Instrumentation f. Rhythm g. Arrangement h. Complexity 3. Have the students complete a composer profile. 4. Have the students study the instruments used in that era. 5. Have the students compare and contrast music from that era to modern music. 6. Study the different functions of music in that era. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities and components that make up prehistoric, biblical and ancient music. 2. Ability to identify and report on artists, styles and the different functions of music from that era.

Timeline: Teachers discretion. SUBJECT: Music History Unit: Early music

STEP 1 – BIG IDEA	Students will be able to describe and recall the components and qualities that make up early music.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.189 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.190 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.191 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.192 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities and components that make up the early music time period. - Identify and report on artists, styles and the different functions of music from that era.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How do you think early music was created? 2. What was the function of music in that era? 3. Who listened to music in that era? 4. How is modern music different from music from that era? 	<ul style="list-style-type: none"> - Music - Instrument - Secular Music - Early music

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students analyze, identify, research, compare and contrast the components that make up the early music time period. 2. Have the students create a listening grid that will help them analyze music that they listen to from that era. Examples could include: <ol style="list-style-type: none"> i. Instrumentation j. Rhythm k. Arrangement l. Complexity 3. Have the students complete a composer profile. 4. Have the students study the instruments used in that era. 5. Have the students compare and contrast music from that era to modern music. 6. Study the different functions of music in that era. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities and components that make up the early music time period. 2. Ability to identify and report on artists, styles and the different functions of music from that era.

Timeline: Teachers discretion SUBJECT: Music History Unit: Medieval, Renaissance, Baroque, Classical, 20th Century, 21st Century and Contemporary music

STEP 1 – BIG IDEA	Students will be able to describe and recall the components and qualities that make up Medieval, Renaissance, Baroque, Classical, 20 th Century, 21 st Century and Contemporary music.
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STEP 2 - LEARNING OUTCOMES	
NJCCC Standards - Content <i>What Students will Know</i>	Instructional Objectives – Skills <i>What Students will be able to do</i>
<p>1.193 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.194 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.195 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.196 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze, identify and label the qualities and components that make up the Medieval, Renaissance, Baroque, Classical, 20th Century, 21st Century and Contemporary music - Identify and report on artists, styles and the different functions of music from that era.

STEP 3 – TO CONSIDER	
Essential Questions	Vocabulary
<ol style="list-style-type: none"> 1. How are these different musical time periods similar and different? 2. How did the development of new instruments contribute to the development of each new genre? 3. If you could be a composer, what musical era would you like to work in and why? 	<ul style="list-style-type: none"> - Music - Instrument - Secular Music - Early music - Medieval - Renaissance - Baroque - Classical - Romantic - 20th Century - 21st Century - Contemporary

STEP 4 - ACTIVITIES	STEP 5 - EVIDENCE
Learning Activities – Technology - Integration	Assessments
<ol style="list-style-type: none"> 1. Have the students analyze, identify, research, compare and contrast the components that make up the Medieval, Renaissance, Baroque, Classical, 20th Century, 21st Century and Contemporary music periods. 2. Have the students create a listening grid that will help them analyze music that they listen to from that era. Examples could include: <ol style="list-style-type: none"> m. Instrumentation n. Rhythm o. Arrangement p. Complexity 3. Have the students complete a composer profile. 4. Have the students study the instruments used in that era. 5. Have the students compare and contrast music from the Medieval, Renaissance, Baroque, Classical, 20th Century, 21st Century and Contemporary music periods era to modern music. 6. Study the different functions of music in that era. 	<ol style="list-style-type: none"> 1. Ability to analyze, identify and label the qualities and components that make up the Medieval, Renaissance, Baroque, Classical, 20th Century, 21st Century and Contemporary music. 2. Ability to identify and report on artists, styles and the different functions of music from that era.