

Pequannock Township School District

Curriculum Syllabus

Music Ensemble / Grade 7

Course Description:

This course is designed to instruct middle school students in guitar, world percussion, and piano at a beginner's level. Students will learn to play melodies, chords, and different accompaniment strums on guitar. In drum ensembles, students will work together on communication/listening skills, cooperative teamwork, and respect for others while learning proper technique for drums, rattles, and bells from the African tradition. In piano lab, students will learn to play music in C, Middle C, and G positions.

Students will be exposed to music in a variety of styles such as folk, blues, rock, and classical. The fundamentals of basic music theory and music notation will be covered. Students will sing, perform solo and in ensembles, move, improvise, and compose or arrange. Assessment activities will include objective tests, individual and group playing tests, and successful completion of various achievement standards and class projects.

Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

1. Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.1.8.B.2
2. Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.1
3. Differentiate past and contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3
4. Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.1
5. Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.2
6. Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.8.B.3

7. 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. 1.3.8.B.4
8. Generate observational and emotional responses to diverse culturally and historically specific works of music. 1.4.8.A.1
9. Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras. 1.4.8.A.3
10. Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. 1.4.8.B.1
11. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.1
12. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.2
13. Identify common knowledge, skills, and abilities needed within the federal [16 Career Clusters](#). 9.3.8.B.2
14. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R4.
15. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.R7.
16. Use precise language and domain-specific vocabulary to inform about or explain the topic. NJLSA.W7.2D
17. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. NJLSAL.7.6.
18. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 7.RP.A.1

Scope and Sequence

Unit 1 - Guitar - Trimester 1

Students will learn to play melodies using pitches on the first three or four strings by reading and interpreting written scores. They will use chord progressions, including power chords, to accompany songs in a variety of musical styles, and create their own chord progressions. They will learn to read chord diagrams and strumming notation.

Unit 2 - Piano - Trimester 2

Students will learn to play music in several different positions (e.g. C, G, Middle C), playing melody and accompaniment with both hands at the same time. Students will practice reading notation from the grand staff. Students will demonstrate understanding of basic theory and intervals by composing.

Unit 3 - World Drumming - Trimester 3

This unit is designed to bring the excitement of drumming and world music to the classroom. Students will learn bass and open tones for conga, and proper technique for other world percussion instruments. They will be able to play independently as a part of a drum ensemble. They will use their knowledge of West African musical characteristics to create a Garageband project that illustrates call and response and polyrhythm. They will perform Arabic and Caribbean drum ensembles, and compose their own drum ensembles.

Assessments

Evaluation of student achievement in this course will be based on the following:

- Written quizzes
- Playing tests
- Composition projects
- Journal entries
- Collaborative projects

Curriculum Resources

Anchor Programs/Teacher Materials

Textbook:

Essential Elements for Guitar by Will Schmid and Bob Morris. Hal Leonard, 2005.
Piano Lesson Book Complete Level I for the Later Beginner, 3rd edition. Alfred Publishing Company, 2000.

Instructional Resources:

Teaching Guitar: The Guitar Education Network <http://www.guitaredunet.org/>.

Play Piano Now! Alfred's Basic Adult Piano Course by Palmer, Manus, and Lancaster. Alfred Publishing Co, Inc., 2000.
Playing Keyboard by Rudolph, Whitmore, Langol, and Richmond. Alfred Publishing Co, Inc., 2007.
World Music Drumming by Will Schmid. Hal Leonard Corporation, 1998.
World Music Drumming DVD. Hal Leonard Corporation, 1998.
World Music Drumming: Cross-Cultural Student Enrichment Book by Will Schmid. Hal Leonard Corporation, 1998.
The Art and Heart of Drum Circles (book and CD) by Christine Stevens. Hal Leonard Corporation, 2003.
Hot Marimba! Zimbabwean-style Music for Orff Instruments by Walt Hampton. World Music Press, 1995.
Marimba Mojo! More Zimbabwean-style Music for Orff Instruments by Walt Hampton. World Music Press, 2009.

Technology Resources:

Piano Education Page <http://www.pianoeducation.org/pnokids.html>
Piano Brag Songs <http://www.pianobrag songs.com/wordpress/> - .Udqm2OBdKOs
Piano Quizzes & Games
http://www.musictechteacher.com/music_quizzes/music_quizzes.htm
Music Theory lessons <http://www.musictheory.net/>
Flashcard website <http://www.soundfeelings.com/namethatnote/>
World Music Drumming Teacher Resources:
<http://www.worldmusicdrumming.com/news.html>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

1. Attend local concerts and/or play performances
2. Attend high school performances
3. Websites-musictheory.net and musictechteacher.com

