



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools **Springfield, New Jersey 07081**

Keyboards **Grade 7**

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved on November 15, 2021

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on November 15, 2021 at 7:41 PM.

The following members of the Board of Education were present:

Mr. Anthony Delia, Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy,
Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull,
Mrs. Laura Gamarekian

The following resolution was offered by Mrs. Saha, seconded by Mrs. Rubin and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- | | | |
|--------------------------------|---|-------------------|
| • Music Kindergarten | - | Elementary School |
| • Music Grade 1 | - | Elementary School |
| • Music Grade 2 | - | Elementary School |
| • Instrumental Music Grade 4 | - | Elementary School |
| • Instrumental Music Grade 5 | - | Elementary School |
| • Vocal General Music Grade 3- | | Elementary School |
| • Vocal General Music Grade 4- | | Elementary School |
| • Vocal General Music Grade 5- | | Elementary School |
| • Dance K-5 | - | Elementary School |
| • Music Theatre Grade 6 | - | Middle School |
| • Keyboarding Grade 7 | - | Middle School |
| • Intro to Dance | - | High School |
| • Advance Dance | - | High School |
| • Dance Fitness – Yoga | - | High School |
| • Dance I | - | High School |
| • Dance II | - | High School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

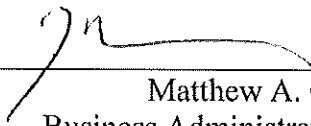
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on November 15, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 16th day of November 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Asst. Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Timothy Kielty ~ Principal of Florence M. Gaudineer School

Ashley Bauers ~ Teacher, Coordinator of Visual, Performing and Practical Arts



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Unit Title:** Introduction to Music Theory and Technology

Unit Summary: This unit will serve as an introduction to the course; the material focuses on the most basic elements of music literacy, and introduces students to the technological resources available during the course.

Primary Interdisciplinary Connections: Career Readiness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit introduces students to the key elements of music literacy, as well as the technological skills necessary to progress in the course. By demonstrating basic command of the elements of music literacy and music technology, students demonstrate the greatest potential for growth during the progression of the course.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA 1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: There are ethical and unethical uses of information and media.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

CPI#:	Cumulative Progress Indicator (CPI):
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Unit Learning Targets:

Students will identify notes in treble and bass clef, identify and perform rhythms applying knowledge of whole, half and quarter notes and rests, and define variation and perform a variation on a familiar musical theme.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Keyboard, repertoire, laptop

Teacher Resources: www.musictheory.net, gmajormusictheory.com

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are notating properly
- One-on-one discussions with students to ensure students' self-efficacy



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Rhythm Reading	20 minutes/30 days
Lesson 2 Rhythmic Variations	20 minutes/30 days
Lesson 3 GarageBand Tutorial	20 minutes/30 days

Teacher Notes: These lessons assume that the majority of students have no experience with reading music or with the GarageBand software.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.musictheory.net

www.teoria.com

www.gmajormusictheory.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Rhythm Reading Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Accurately perform whole, half, quarter and eighth notes. • Accurately perform whole, half and quarter rests. • Perform short written rhythms utilizing the aforementioned durations. • Dictate brief rhythmic phrases using the aforementioned rhythmic durations.	Lesson Sequence • Ask, "What makes music different from noise?" • Start by establishing a slow steady beat; students clap. Explain that the steady beat is a quarter note. All other durations are related to that beat. • Draw a half note; students perform half note. Repeat for whole and eighth notes. • Write a 4-measure rhythmic phrase on the board for students to count and perform. • On staff paper, students dictate a short rhythm performed by the teacher.	• Small group and individual performance • Recorded performance for self critique
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Rhythmic Variations Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the concept of variations. • Perform rhythmic variations on a phrase. • Compose original variations on a rhythmic phrase.	Lesson Sequence • Students review rhythmic durations; begin by performing a phrase of rhythm. • Teacher modifies the phrase, thereby creating a variation. • Students perform variations. Refer to the piano book, look for a theme and variations; perform the theme and the variation, ask students to note the differences. • Write another musical phrase on the board for students to perform, compose a variation and share. • Student volunteers perform for class.	• Worksheet • Small group and individual performance • Score marking • Class discussion
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided:		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Teacher generated notes
- Sheet Music
- Approved musical examples



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: GarageBand Tutorial Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the uses of GarageBand in this course. • Demonstrate understanding of how to assemble the keyboard lab for GarageBand. • Record a short phrase of music in GarageBand. • Use different MIDI voices in GarageBand.	Lesson Sequence • Students assemble on keyboards. Demonstrate various plugs and wires, explaining what they are for. • How do we get a computer to hear what the keyboard is playing? • Students follow the handout, plug in USB and open GarageBand. • Following the handout, have students open a new document and record a few measures of sound. • Students explore GarageBand like a scavenger hunt. Students check off when they have located the Loop browser, the alternate MIDI voices etc.	• Written examination of meter: writing simple rhythms • Class discussions • Individual and small group performance
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Sheet Music
- Approved musical examples
- Keyboard
- Headphones



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☐	☒
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Course Title:** Keyboard Skills

Created: Ashley Bauers

Board Approved on:



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Unit Title:** Performance Level 1; Notation, Composition

Unit Summary: During this unit, students will build upon the introductory knowledge of the first unit by performing simple pieces of music in a variety of styles. Students will familiarize themselves with composing music using traditional notation, nontraditional notation and MIDI-controlled composition, such as the features available in GarageBand.

Primary Interdisciplinary Connections: Career Readiness, Social Studies

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit provides the students with their first opportunities to perform a variety of music as well as compose their own music. Students will be able to demonstrate more confidence with performing basic notes and rhythms, as well as enhanced musicality when performing these pieces of music.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA 1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 6.1.8.HistoryCC

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making



SEL.PK-12.5: Relationship Skills

6.1.8.HistoryCC: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

CPI#:	Cumulative Progress Indicator (CPI):
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.1.8.HistoryCC.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Unit Learning Targets:

Students will perform complex rhythms, perform a variety of compositional styles, and notate conventional and nonconventional music.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: keyboard, headphones, repertoire, laptop

Teacher Resources: www.musictheory.net, gmajormusictheory.com

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Rhythm Reading	20 minutes/30 days
Lesson 2 Performing Level 1	20 minutes/30 days
Lesson 3 Notation	20 minutes/30 days

Teacher Notes: These lessons assume that the majority of students have no experience with reading music or with the GarageBand software.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.musictheory.net

www.gmajormusictheory.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Rhythm Reading Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Accurately perform rhythmic phrases that include whole, half, quarter and eighth notes. • Accurately perform phrases that include whole, half and quarter rests. • Demonstrate proper counting technique for the aforementioned rhythms. • Compose, in conventional notation, rhythms applying the aforementioned durations.	Lesson Sequence • Students clap a rhythm on the board. • Discuss how we count rhythms and apply countings to music. • Repeat procedure with handout; students count in rhythms. • On the final empty staff on the handout, students compose their own 4 measures of 4/4 time for a partner to count and clap. • Student volunteers perform for the class.	• Small group and individual performance • Recorded performance for self critique
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples • Keyboard • Headphones		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Performance 1 Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the names of the notes in treble clef. • Correctly demonstrate C position on the keyboard at middle c. • Perform simple pieces of music using the right and left hand alternately.	Lesson Sequence • Review note naming mnemonics for treble clef and bass clef. • Students name a row of notes as a class, then one privately as a handout. Students work independently on first pieces. Aid students in fingering and rhythms. • Students are graded when they are ready. • Repeat the procedure with the next piece.	• Worksheet • Small group and individual performance • Score marking • Class discussion
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples • Keyboard • Headphones		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Notation Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness, Social Studies

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the various styles of scores. • Demonstrate understanding of the differences between various types of notation. • Perform a piece of music in a nonconventional notation system. • Perform original music in a nonconventional notation.	Lesson Sequence • Display several scores to students, including graphic scores, text-only scores. • Discuss differences, purpose behind different score styles. • Distribute a graphically-notated piece, perform as a class with guidelines. • In small groups, students take time to write graphic scores for ensemble music. • Perform for the class, fill out formal critique rubric and audience participation rubric for grading purposes.	• Written examination of meter: writing simple rhythms • Class discussions • Individual and small group performance
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples • Keyboard		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Headphones



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Course Title:** Keyboard Skills

Created: Ashley Bauers

Board Approved on:



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Unit Title:** Performance Level II; Form

Unit Summary: Students will explore the pentatonic scale as a means of expression in music. Students will explore form as it applies to music. Students will compose a haiku and improvise a musical accompaniment using the pentatonic scale.

Primary Interdisciplinary Connections: Language Arts, Career Readiness, Visual Art

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: By now, it is expected that students have expressed familiarity with performing on the keyboard, and are focused on exploring improvisation and compositional techniques.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA 1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, LA.L.7.5, VPA 1.5.8

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas

Anchor Standard 4: Selecting, analyzing, and interpreting work

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

LA.L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Anchor Standard 2: Organizing and developing ideas.

CPI#:	Cumulative Progress Indicator (CPI):
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.P4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers create works of art or design that effectively communicate?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will perform music based on the pentatonic scale, develop original musical themes, and apply these themes to a broader composition with a distinct form.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Keyboards, headphones, repertoire, laptop

Teacher Resources: musictheory.net, gmajormusictheory.com

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 The Pentatonic Scale	20 minutes/30 days
Lesson 2 Music/Mean of Expression	20 minutes/30 days
Lesson 3 Haiku	20 minutes/30 days

Teacher Notes: These lessons assume that the majority of students have no experience with reading music or with the GarageBand software.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://examples.yourdictionary.com/examples-of-haiku-poems.html>

www.musictheory.net

www.gmajormusictheory.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Pentatonic Scale Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the pentatonic scale in a variety of musical styles. - Accurately perform the pentatonic scale in both the left and right hand. - Perform a stylistic improvisation of the pentatonic scale.	Lesson Sequence - Play a heavily pentatonic classical piece of music, juxtaposed with Eddie Van Halen. "They both use the same scale." - Distribute pentatonic scale sheets, students play right hand, left hand, then both. - Students put on a backbeat on their keyboards, improvise an Eddie Van Halen style solo using the pentatonic scale.	- Class discussion - Improvisation
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: - Teacher generated notes - Sheet Music - Approved musical examples - Keyboard - Headphones - Pentatonic scale sheet		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Music as a Means of Expression Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Visual Art

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the variety of topics music can express. • Demonstrate understanding of various themes that classical music can express. • Compare the breadth of instrumental expressiveness to popular music expressiveness. • Reasonably speculate on the "topic" of various instrumental compositions.	Lesson Sequence • Play "Prelude to the Afternoon of a Faun" by Debussy. Ask students to draw the music. Compare and contrast. • Repeat with "Therenody for the Victims of Hiroshima" by Penderecki. Discuss. • On the board, write a list of things pop singers write about. If a particular word is used often, like "love," make that word big. On the other side, write from a classical perspective, citing historical examples. • Present to the students individual works of art by famous composers. Ask students to improvise a piece they feel conveys the picture's meaning. • Discuss.	• Worksheet • Small group and individual performance • Class discussion



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.

Resources Provided:

- Teacher generated notes
- Sheet Music
- Approved musical examples
- Keyboard
- Headphones



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Haiku Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate knowledge of the history of the poem genre, "haiku". • Demonstrate understanding of proper considerations for performing an improvised accompaniment. • Write an original haiku.. • Perform a pentatonic accompaniment for the haiku, and record it in GarageBand.	Lesson Sequence • Read a haiku together. Ask students what they know about the genre. • Write that haiku on the board, counting syllables as you go line by line. • Distribute cards containing descriptors, weather patterns, colors, seasons etc. to the students. Ask them to write their own haikus. • Students record their haikus, followed by an improvised accompaniment. • Students may use more than one MIDI sound, and may use vocal effects.	• Written examination of meter: writing simple rhythms • Class discussions • Individual and small group performance
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples • Keyboard • Headphones		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Course Title:** Keyboard Skills

Created: Ashley Bauers

Board Approved on:



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Unit Title:** Performance Level III; Chords, Composition III

Unit Summary: During this unit, students will put their creative skills towards scoring a silent movie and scoring for a film, as well as explore the nature of form and thematic development. Students will explore the pentatonic note cluster as an expressional tool.

Primary Interdisciplinary Connections: Visual Art, Language Arts, Career Readiness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: By now, it is expected that students have expressed familiarity with performing on the keyboard, and are focused on exploring improvisation and compositional techniques.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA 1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, VPA 1.5.8, LA.RL.7

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Anchor Standard 2: Organizing and developing ideas.

LA.RL.7: Reading and Literature

CPI#:	Cumulative Progress Indicator (CPI):
--------------	---



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.P4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- How do artists and designers learn from trial and error?
- How do artists and designers create works of art or design that effectively communicate?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will perform music based on the pentatonic scale, develop original musical themes, and apply these themes to a broader composition with a distinct form.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Keyboard, headphones, repertoire, laptop

Teacher Resources: gmajormusictheory.com, musictheory.net

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Silent Movie Scores	20 minutes/30 days
Lesson 2 Form, Thematic Continuity	20 minutes/30 days
Lesson 3 Recording Session	20 minutes/30 days

Teacher Notes: These lessons assume that the majority of students have no experience with reading music or with the GarageBand software.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.filmsite.org/silentfilms.html>

www.musictheory.net

<http://marioflash.org>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Silent Movie Scores Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Visual Art

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire, paper, crayons/markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify characteristics of piano accompaniments in silent movies. - Develop original piano accompaniments to live action. - Develop a storyboard for an original silent film.	Lesson Sequence - Play an early Charlie Chaplin movie and have students listen to the piano accompaniment. - Discuss themes as they appear in the narrative. - Distribute storyboard; students sketch out two scenes of a silent film.	- Class discussion - Storyboard completion, comprehensiveness
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: - Teacher generated notes - Sheet Music - Approved musical examples - Keyboard - Headphones		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Form Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the concept of form as it appears in classical music. • Accurately differentiate between the themes of Peter and the Wolf. • Demonstrate the parallels between the narrative and music to Peter and the Wolf.	Lesson Sequence • Hand out Peter and the Wolf story. • Discuss, characters, setting and read plot. • Play recording, listen for different themes as they represent different elements of the plot. • Students fill out ditto describing the music in terms of the narrative. • Discuss	• Worksheet • Small group and individual performance • Score marking • Class discussion
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples • Keyboard • Headphones		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Recording Techniques Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of how to integrate real sound into an accompaniment in GarageBand. • Demonstrate understanding of the considerations that need to be made when recording live sound. • Successfully time a live recorded sound into their accompaniments.	Lesson Sequence • Students watch the video on Foley artistry and discuss ideas for their silent movies. • As a class, students open GarageBand, and create a live soundtrack. • Record a sound effect using something in the classroom. Discuss how this could be used. • Discuss volume and sound quality automation for single tracks. • Students use GarageBand to record one sound effect.	• GarageBand foley soundtrack • Class discussions
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples • Keyboard • Headphones		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☐	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Course Title:** Keyboard Skills

Created: Ashley Bauers

Board Approved on:



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Unit Title:** Performance Level IV; Recording Techniques

Unit Summary: Students will explore early American blues, perform a 12-bar blues progression, perform an original blues poem with classic blues instruments.

Primary Interdisciplinary Connections: Social Studies, Career Readiness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit is focused on exploring the popular American roots music applications of the pentatonic and blues scales. As we complete the course, students should use their learned skills to contribute to the American music tradition.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA 1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 6.1.8.HistoryCC

Content Statements:

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

6.1.8.HistoryCC.3: Chronological sequencing helps us understand the interrelationship of historical events.

6.1.8.HistoryCC.4: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

CPI#:	Cumulative Progress Indicator (CPI):
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.P4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.
6.1.8.HistoryCC.4.d:	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Unit Enduring Understandings:

- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.



- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Unit Learning Targets:

Students will demonstrate understanding of the evolution of the blues in American pop and rock music, and perform blues verses and improvise over the blues using the blues and pentatonic scales.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Keyboard, headphones, repertoire, laptop

Teacher Resources: www.musictheory.net, gmajormusictheory.com

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to the Blues	20 minutes/30 days
Lesson 2 Blues Styles	20 minutes/30 days
Lesson 3 Blues Verses	20 minutes/30 days

Teacher Notes: These lessons assume that the majority of students have no experience with reading music or with the GarageBand software.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.allaboutjazz.com/a-brief-history-of-the-blues-by-ed-kopp.php>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Intro to the Blues Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate an understanding of the history of the blues. • Demonstrate understanding of the impact the blues had on the development of rock music. • Perform 12 bar blues verses over one chord. • Correctly perform a C triad.	Lesson Sequence • Listen to original blues recordings and describe. • Students read "History of the Blues". • Describe the form of a 12 bar blues and demonstrate on board. • Students read biographies of old blues singers and turn them into blues verses. • Students learn notes of the C triad and apply the C triad to the blues verse.	• Class discussion • Blues rubric • Worksheets
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music • Approved musical examples • Keyboard • Headphones		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Blues Style in America Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the various styles of the blues in America. • Map locations where styles of blues have proliferated. • Map the evolutions of blues into rock in certain areas of America.	Lesson Sequence • Students listen to Delta blues recordings and compare them to Louisiana blues recordings. • Repeat with Motown blues recording, modern country blues, and Rolling Stones recording. • Students receive maps of the USA to represent the styles of blues. Students color over areas where a style of blues was popular, such as Delta, Detroit, Country blues etc. • On the second map, students map areas where they think the blues is still alive and well.	• Worksheet • Small group and individual performance • Class discussion
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Sheet Music
- Approved musical examples
- Keyboard
- Headphones



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Blues Composition Time Frame: 20 minutes/30 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband, Laptop, keyboard, headphones, repertoire

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the various blues forms that exist in modern music. • Demonstrate understanding of the traditional instrumentation of a blues recording. • Demonstrate the ability to accurately record these instruments into GarageBand. • Compose original blues verses that are either autobiographical, narrative or image-driven in nature.	Lesson Sequence • Provide for students a variety of blues and blues-inspired vocal recordings. • List the blues forms, along with their structures on the board. • Students list instruments that are considered "traditional" blues instruments, locate the sounds in GarageBand. • Students then record the C triad pattern into GarageBand for one chorus. Students add accompanying bass, drums, and other traditional voices to compose a 3-verse blues song.	• Verse writing • Class discussions • Individual and small group performance
Differentiation: Student choice, flexible grouping, students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: • Teacher generated notes • Sheet Music		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Approved musical examples
- Keyboard
- Headphones



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 7 **Course Title:** Keyboard Skills

Created: Ashley Bauers

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension