

Glen Ridge Public Schools –Visual & Performing Arts Curriculum



Course Title: 7th grade Singing and Stage Performance

Subject: Music

Grade Level: 7

Duration: 1 semester

Prerequisite: N/A

Elective or Required: Elective

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description: In this introductory course, students will become familiarized with vocal technique and warm-up body positions. Students will learn the value of teamwork and co writing, by creating their own 2 and 3 part harmonies to songs, which will be teacher chosen. By the end of the course they

will have performed in individual and solo performances in and outside of the classroom. 1 after school performance with the full group will be required and mandatory for each and every student enrolled.

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Date Submitted: Summer 2016

COURSE TITLE 7th Grade Stage Performance and Singing

Topic/Unit: #1 Elements of Music

Approximate # Of Weeks: 1 semester

Essential Questions:

1. What is counter melody?
2. What is syncopation?
3. How can I create a pentatonic scale?
4. How can I remember the line and space notes in the treble clef?
5. Why do musicians separate beat from rhythm?
6. Why do we breathe at the end of a phrase and not in the middle?
7. How do composers organize the steady beat?

Upon completion of this unit students will be able to:

- 1.3.8.A.1

Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

- 1.1.8.A.1

Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.

-1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures

-1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

-1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

Interdisciplinary Standards

- Standard 8.2 – Technology Education

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.1 21st-Century Life & Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Activities:**

- Classroom lecture
- Interactive discussion
- Sight singing
- Composition
- Print out/worksheet
- Interactive piano lab
- Group singing exercise
- Final group performance (required)
- Group projects

- **STEAM Activities (Visual Arts):**

- Students will create a monologue of their own life and chose another student out of a hat to perform it while being directed by the writer, using meter and rhythm.
- Work in groups with a partner, each composing ½ of a song. For the section not composed, students must incorporate an interpretive dance to embody the music.

- **Enrichment Activities:**

- Students will choose their own 2/3 person group to create a song based on the season. Each song must contain 3 part harmony as well as teacher approved lyrics.
- Students will develop a piano class book, which easily teaches the fundamentals of the piano lab.

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Methods of Assessments/Evaluation:

- Test/Quiz
- Final Performance
- Group project performance
- Individual performances
- Solo tryout
- Piano lab testing
- Verbal Assessment

- **Resources:**
- Instructor chosen song material
- Notation workbook
- Sight Reading workbook
- In class warm-up book
- Body posture/ position text
- Classroom rehearsal
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- **Online Resources:**

- Google.com

- Metronome.com

- Youtube.com

- Teacher webpage

- Eartrainer.com

COURSE TITLE 7th Grade Stage Performance and Singing

Topic/Unit: #2 Active Participation

Approximate # Of Weeks: 1 semester

Essential Questions:

1. How does participation in music develop self-discipline?
2. How does the study of music provide essential ways to understand and express life expressions?
3. Does music develop imagination and creativity?
4. How does the study of music help to deepen understandings of past & present cultures?
5. How can I perform from memory and use simple traditional notation?
6. How can I use correct vocal techniques while singing?
7. How can I perform expressively for peers in a large or small group setting?
8. How can I sing simple notated rhythms?

Upon completion of this unit students will be able to:

-1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures

-1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

-1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

Interdisciplinary Standards

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

- **Activities:**
- Classroom Rehearsals

- Individual student rehearsals
- Practice room use
- Piano lab and apps for piano
- Teacher Provided Materials
- Classroom Discussion
- Sight Singing
- Using iTunes- Record, Playback, and Analyze student material
- Bringing music and folder every day for a grade

- **STEAM Activities (Visual Arts):**

- Students must find objects that create non-pitched sounds and create a song using at least 5 of these “instruments” each person will perform 10 bars of music written individually, to the class.
- Students will put together a power point slide show that presents the ideas based on how music affects the lives of people every day. (how music can spark a memory)

Enrichment Activities:

- Students will develop a quiz for the class that challenges each individual in terms of note pattern and rhythm. Each student will take one test from another and it will be graded on a student-to-student basis.
- Students will write up a performance review after each group project is presented. There will be a rubric given by the teacher for fair grading purposes.

Methods of Assessments/Evaluation:

- Test/Quiz
- Final Performance (winter concert)
- 2 Group project performance
- Individual performances
- Solo tryout
- Piano lab testing
- Verbal Assessment

• **Resources:**

- Instructor chosen song material
- Notation workbook
- Sight Reading workbook
- In class warm-up book
- Body posture/ position text
- Classroom rehearsal

- **Online Resources:**
- Google.com
- Metronome.com
- Youtube.com
- Teacher webpage
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COURSE TITLE 7th Grade Stage Performance and Singing

Topic/Unit: #3 Creation and Performance

Approximate # Of Weeks: 1 semester

Essential Questions:

1. How do I react to, and judge the quality of music?
2. What is the purpose of music in my world?
3. How will music enrich my life?
4. What is the composer's intent in their music?
5. How do the elements of music help me to improve my understanding of musical performances?
6. Why do we appreciate certain types of music and certain composers?
7. How do the elements of music help to determine the importance of music in my life?

Upon completion of this unit students will be able to:

1.3.8.A.1 incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy

-1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures

-1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

-1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

Interdisciplinary Standards

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Activities:

- Classroom Rehearsals
- Individual student rehearsals
- Practice room use
- Piano lab and apps for piano
- Teacher Provided Materials
- Classroom Discussion
- Sight Singing
- Using ITunes- Record, Playback, and Analyze student material
- Bringing music and folder every day for a grade

STEAM Activities (Visual Arts):

- Students will research a chart on what pneumatic notation symbols are. Pick a short piece of music (nursery rhyme) translate it into pneumes and give it to a partner to see if they can figure out the song based on the chart key.
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Enrichment Activities:

- Students will attend a performance outside of school, and write a paper on the affect it had on them. Did the music make you feel a certain way? Did the music remind you of any past event in your life? Did you enjoy the show you chose? Have you seen it before?
- Students will research a piece of music from the Medieval Period. Exploring and researching the pneumatic writing of the period and try to interpret the music and see if the notation lines up with our present systems of writing. (www.e-codices.unifr.ch/en/list/subproject/stgall_music)

Methods of Assessments/Evaluation:

- Test/Quiz
- Final Performance (winter concert)
- 2 Group project performance
- Individual performances
- Solo tryout
- Piano lab testing
- Verbal Assessment

- **Resources:**

- Instructor chosen song material
- Notation workbook
- Sight Reading workbook
- In class warm-up book
- Body posture/ position text
- Classroom rehearsal

- **Online Resources:**

- www.e-codices.unifr.ch/en/list/subproject/stgall_music
- Google.com
- Metronome.com
- Youtube.com
- Teacher webpage
- Eartrainer.com

COURSE TITLE 7th Grade Stage Performance and Singing

Topic/Unit: #4 Critical Judgments and Evaluation

Approximate # Of Weeks: 1 semester

Essential Questions:

1. What criteria do we use to evaluate vocal production?
2. How can one improve on the quality of their singing voice?
3. What does harmony add to music?
4. How do groups stay together during a performance?
5. How do harmonies support melodies?
6. How does the manipulation of pitch and vowel formation affect intonation in an ensemble?

Upon completion of this unit students will be able to:

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.1.5.A.4 Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances

Interdisciplinary Standards

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:

Test/quiz
Final performance (required)
In class group projects
Individual projects
Piano lab
In class partner projects
Vocal warm-ups
Solo performance

STEAM Activities (Visual Arts):

- Teacher will show students an abstract performance. Students will need to identify key elements of the performance and discuss and rationalize why the artist made that particular choice.
- One student will go up to perform a solo, and one by one students will join in and contribute a lyric or harmony to the performance until the entire group has put on a single performance with all voicing.

Enrichment Activities:

- Give students a rubric sheet during the solo performances, and have students develop 3 of their own categories in which to evaluate each of the performers.
- Music in Movies – ReadWriteThink offers this free music lesson plan for teenage students who want to learn more about movie soundtracks and how music can contribute to movie scenes.

Methods of Assessments/Evaluation:

Self evaluation
Student to student evaluation
Teacher to student evaluation
Professional Adjudication

Final performance evaluation
Student responses
Performance rubric

- **Resources:**
 - Music concerts
 - Music analysis literature
 - Warm-up book
 - Sheet music (individual)
 - Recording of performance

- **Online Resources:**
 - Youtube.com
 - Piano.com
 - Classicalmusic.com
 - Google.com
 - www.jwpepper.com
 - Teacher webpage