

Course: Music Appreciation
Unit #1: Elements of Music

Year of Implementation: 2022-2023

Curriculum Team Members

D. Michael Lynch - Cherokee High School, mlynch@lrhsd.org Ext. 220600

Grady Barber - Seneca High School, gbarber@lrhsd.org Ext. 663600

Brendan Moore - Lenape High School, bmoore2@lrhsd.org Ext. 869800

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- **1.3B.12acc.Pr6a:** Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
- **1.3B.12acc.Pr6b:** Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
- **1.3C.12prof.Re7b:** Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- **1.3B.12acc.Cr1a:** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.

- **21st Century Life & Career Standards**

- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

- **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas.

- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.
- **Interdisciplinary Content Standards**
 - **7.1.IM.IPRET.4:** Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
 - **7.1.AL.IPERS.5:** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **NJ Statutes:** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see **NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning of basic elements of music to form deeper opinions on what makes music traditionally “good.”

As aligned with LRHSD Long Term Learning Goal(s):

- understand the principles that govern the elements of music
- communicate creative responses, processes, and works about themselves, their culture, and society
- analyze the performing arts and their effects on the life-long learner

Enduring Understandings

Students will understand that. . .

EU 1

- meter, rhythm and tonality work together and are manipulated to compose music in a variety of genres.

EU 2

- the elements of music used in combination may lead to a variety of emotional responses.

EU 3

- use of different instruments and varied stylistic elements in your musical composition are essential to creating different genres of music.

EU 4

- the elements of music are used during the critiquing

Essential Questions

EU 1

- How do you define music?
- What makes music good?
- How do you create music?

EU 2

- Is music written for a purpose?
- Does a specific piece of music always elicit the same personal response
- What types of music affect one’s mood?
- How do the elements of music influence your emotional response?

EU 3

- Can the elements of music be used in a certain way to define a style or genre of music?
- Are instruments essential for music?
- How does timbre influence your perception of the music?
- How does instrumentation affect the genres of music?

EU 4

<p>process.</p>	<ul style="list-style-type: none"> • Is all music inherently good? • How is the experience of attending a live performance different from listening to a recording?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • key terms in music appreciation such as genre, style, instrumentation, etc. (1.3C.12prof.Re7b) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the families of instruments and their members. (1.3C.12prof.Re7b) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • criteria and process for critique. (1.3C.12prof.Re7b) <p><i>EU 4</i></p> <ul style="list-style-type: none"> • the elements of music - <i>pitch, rhythm, meter, tempo, tone, and texture</i>, and how they function. 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • listen to a piece of music and identify the elements and genre in detail. (1.3C.12prof.Re7b) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • articulate through verbal or written response the emotions that correlate with the music they hear. (1.3C.12prof.Re7b) • evaluate verbally or in writing how the elements of music and instruments are used to evoke emotions. (1.3C.12prof.Re7b) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • categorize instruments according to the instrument families. (1.3C.12prof.Re7b) • listen to the timbre of an instrument and decide in which instrument family it belongs. (1.3C.12prof.Re7b) <p><i>EU 4</i></p> <ul style="list-style-type: none"> • evaluate verbally or in writing how the elements are used, what emotions they evoke, and the instrumentation used. (1.3C.12prof.Re7b) • apply the process of critique during a live professional performance. (1.3C.12prof.Re7b) • articulate the value of live performance and identify the drawbacks of recorded music.

(1.3C.12prof.Re7b)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Teach the elements of music (rhythm, meter, tonality, etc.) through lecture and modeling. (A, EU 1)
- Model the listening map by playing a piece of music and dissecting it through knowledge of the elements of music. (A, EU1)
- Analyze and present relevant critique of a piece using musical terminology from the Elements of Music. (A, M, EU 1)
- Teach instrument families and their timbres through modeling and online tutorials. (A, EU 2, EU 3)
- Model possible emotional responses and real-life uses of songs in real-life occasions. (A, M, EU 2)
- Utilize the “listening maps” as a part of an on-going series of journal entries to track students’ ability to articulate their thoughts using music terms and time periods. (M, T, EU1, EU2)
- Students will become music critics for a local newspaper or internet site. They will play a recording of their choosing to the class and demonstrate how the elements of music are used in the piece. They will provide a completed “listening map” and have the rest of the class fill out a similar listening map template of the song. **These songs can eventually be used to compile the playlists for the recommended performance task.** (A, M, T EU 3, EU 4)
- Each student will become the artist or composer of their chosen song. The student will identify instrumentation and describe how the choice of instrumentation elicits an emotional response. This can be done through a written response, interpretative drawing, or other media outlet. These songs can eventually be used to compile the playlists for the recommended performance task. (M, EU 3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Elements of Music	25
2	History of Music	90
3	Performance for the Non-Musician	65

Instructional Materials

Streaming Services: Spotify, YouTube, Apple Music
Apple TV
Drumsticks
MIDI/Desktop Piano Keyboard
Computers with Garageband

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.