

**Course: Music Appreciation**  
**Unit #3: Performance for the Non-Musician**

**Year of Implementation: 2022-2023**

**Curriculum Team Members**

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**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**

- **1.3C.12nov.Pr4a:** Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- **1.3C.12prof.Pr4c:** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- **1.3C.12nov.Pr6b:** Demonstrate an awareness of the context of the music through prepared and improvised performances
- **1.3C.12nov.Re7a:** Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context
- **1.3.C.1prof.Cr1a:** Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- **1.3B.12prof.Cr3b:** Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- **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.

- **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**

- RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim
  - NJSLA.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 to combine previously learned skills to perform a musical piece in order to gain an appreciation of the complete artistic process.

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

- critique and be critiqued in a helpful and ethical manner
- apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
- understand the principles that govern the elements of music

Enduring Understandings

Students will understand that . . .

*EU 1*

- anyone can create and perform music using the elements of music.

*EU 2*

- performing music creates an emotional response and creates a connection with an audience.

Essential Questions

*EU 1*

- What is music?
- How might you differentiate between digital music sounds and the sound of a live musician?
- Does manipulating electronic sound devices count as musical creation?
- Does the absence of formal, organized sound count as music?

*EU 2*

- How does music elicit an emotional response?
- Why is music personal?
- Are there benefits to performing music as opposed to just listening?
- What are aesthetics and do they apply to music performance?

	<ul style="list-style-type: none"> <li>• How does performing music enhance the human condition?</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• how the elements of music can be applied to the creative process of making music. (1.3C.12 nov.Pr4c)</li> <li>• the trends in music technology throughout the timeline of music history. (1.3.C.1prof.Cr1a)</li> <li>• how to utilize music software to manipulate sound and create musical performances. (1.3B.12prof.Cr3b)</li> <li>• trends in music technology from the phonograph to present-day devices. (1.3B.12prof.Cr3b)</li> <li>• basic music software programs available to create music. (1.3C.12 nov.Pr4a)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• how the quality of their rehearsal process will impact the emotional relationship with their audience (1.3A.8.Pr5a)</li> <li>• how certain styles of music elicit a conditioned response from a variety of audience. (1.3A.8.Pr5a)</li> <li>• practical uses of instruments for orchestration. (1.3C.12prof.Re7b)</li> </ul>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• utilize basic sound devices and software to create and perform music. (1.3B.12prof.Cr3b)</li> <li>• assimilate the various styles and genres of popular composers into their own creation. (1.3C.12 nov.Pr4a)</li> <li>• create and perform music using non-traditional instruments and nonconventional compositional techniques. (1.3B.12prof.Cr3b)</li> <li>• create and perform music independently and in small ensembles. (1.3C.12prof.Pr4c)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• identify musicians and artists that use their music to connect to their audience. (1.3C.12 nov.Pr4a)</li> <li>• perform/improvise music for the purpose of expressing emotion. (1.3C.12 nov.Pr4c)</li> <li>• utilize conventional and non-conventional instruments to perform/improvise music. (1.3B.12prof.Cr3b)</li> <li>• attach certain emotions to music that they hear. (1.3A.8.Pr5a)</li> </ul>
<p><b>Stage Two - Assessment</b></p>	

## 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 basics of rhythm through the use of flash cards, rhythm audio tracks, and rhythmic dictation. Students will begin performing standard rhythmic patterns using drum sticks and drum pad, only to discover and improvise original rhythmic patterns of their own. (A, T, EU1)
- Teach the basics of music notation through the use of flash cards, audio recordings, melodic dictation, and music software. (A, EU1)
- Students will distinguish the different sounds instruments make and how a musician can change their performance for both practical and unorthodox orchestration within a piece of music. (A, EU2)
- Students create rhythmic flashcards using music software and work in pairs to practice visual and aural recognition of rhythmic and melodic patterns. (M, EU1)
- Teach various music software applications that are user-friendly to creating music for the untrained musician. Students will use the software tools to create short rhythmic figures, short melodic ideas, and then bring both elements of music together in a single recorded track. (A, T, EU1)
- Teach the concept of aesthetics by playing an audio recording and asking the students to respond by reflecting through a written response, verbal discussion, or visual image. (A, EU2)
- Students will distinguish the different sounds instruments make and how a musician can change their performance for both practical and unorthodox orchestration within a piece of music. (A, EU2)
- Debate the idea of artistic stereotypes and the limitations that they present. (M, T, EU2)
- Have students identify a myriad of emotions that correlate with certain tonalities that they hear. (M, T, EU2)
- Change an existing piece of music to match a particular aesthetic and/or style. This can be performed independently or in small groups. (M, T, EU2)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
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 & Drum Pads  
Conductor Batons  
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.