

**Union County Educational Services Commission
High School Course Syllabus**

Title: Introduction to Music

Timeline: Full Year; 5 Credits

Course Description:

In introduction to Music, students will survey different musical styles and periods with the intent of increasing students' understanding of music and its importance in relation to the human experience. In addition, students will be able to identify rhythms, clefs, and notes, as well as scales, chords and modes. Further, students will be exposed to various styles of music and apply musical elements to create an expressive or aesthetic impact. Students also have the ability for informal music performance and creation within the classroom.

Scope and Sequence:

- I. Rhythms, Clefs and Notes
- II. Scales, Chords and Modes
- III. Music Appreciation; Instrumentation, Vocal, Theater, Then and Now
- IV. World Music

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

NJ Student Learning Standards - Fine and Performing Arts

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

**Union County Educational Services Commission
Curriculum Mapping – Introduction to Music**

Topics	UNIT 1 - Rhythms, Clefs and Notes	UNIT 2 - Scales, Chords and Modes	UNIT 3 - Music Appreciation; Instrumentation, Vocal, Theater, Then and Now	UNIT 4 - World Music
Length of Unit	8 Weeks	8 Weeks	12 Weeks	10 Weeks
Essential Question(s) and/or Big Idea(s)	<p>Why is a system of writing music important?</p> <p>What is the difference between a rhythm and a beat?</p> <p>How do musical styles demonstrate an understanding of a musical language (rhythms, notes)?</p>	<p>Why is a system of writing music important?</p> <p>Do scales help with sight reading?</p> <p>What's the relationship between scales and key signatures?</p>	<p>What makes music stay relevant through years, decades, or centuries?</p>	<p>What sounds do we hear in the world around us?</p> <p>How does music influence society?</p> <p>How does one culture's music impact another?</p>
Target Standards	<p>1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to</p>	<p>1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to</p>	<p>1.3B.12adv.Re7a: Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the</p>	<p>1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in</p>

	<p>create initial expressive statements of selected extended experiences or abstract ideas.</p> <p>1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance.</p> <p>2.3A.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.,</p>	<p>create initial expressive statements of selected extended experiences or abstract ideas.</p> <p>1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance.</p> <p>2.3A.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.,</p>	<p>choice as models for composition.</p> <p>1.3B.12adv.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.</p> <p>2.3A.8.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific</p>	<p>drafts of music within simple forms (e.g., one part, cyclical, binary).</p> <p>1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).</p> <p>1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.</p> <p>1.3B.12acc.Pr4b: Analyze how the elements of music (including form) of selected works relate to the style, function and context, and explain the implications for rehearsal and performance.</p>
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	<p>introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>	<p>introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>	<p>interests, experiences, purposes, or contexts.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance.</p> <p>2.3A.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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>	<p>1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.</p> <p>1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of fundamentals of music theory.</p> <p>1.3B.12prof.Cn10a: Demonstrate how</p>
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				<p>interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>2.3A.8.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded</p>
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				<p>music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance.</p> <p>2.3A.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, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>
Content	<p>Rhythms</p> <p>Meters</p> <p>Clefs (treble and bass)</p> <p>Note names</p> <p>Staff</p> <p>Grand Staff</p> <p>Leger lines</p>	<p>Major scales</p> <p>minor scales</p> <p>Arpeggios</p> <p>Chords</p> <p>Chord progressions (I, IV, V)</p>	<p>Instruments</p> <p>Woodwinds</p> <p>Brass</p> <p>Percussion</p> <p>Strings</p> <p>Electronic instruments</p> <p>Orchestra</p>	<p>(M1) Latin America and the Caribbean</p> <p>(M2) Europe (Greece, Spain, Ireland, Hungary, Italy, Russia)</p> <p>(M3) Africa (Nigeria, Ghana, Uganda)</p> <p>(M4) Asia (China, India, Tibet)</p>

	<p>Rhythms</p> <p>Notes</p> <p>Eighth note and rest</p> <p>Quarter note and rest</p> <p>Half note and rest</p> <p>Whole note and rest</p> <p>Note names (A, B, C, D, E, F, G)</p> <p>Middle C</p> <p>Piano fingerings</p> <p>Performance</p>		<p>Ensemble</p> <p>Chorus</p> <p>Musical Theater</p> <p>Jukebox musical</p> <p>Operetta</p> <p>Opera</p> <p>Bands</p> <p>Duo/Trios</p> <p>Composers</p> <p>Current artists</p> <p>DJs</p> <p>Songwriters</p> <p>Film Score composers</p> <p>Video Game composers</p> <p>Jingle writers</p> <p>Turntable</p> <p>Genres/subgenres</p> <p>Musical periods</p> <p>Animated</p> <p>Live action</p>	<p>(M5) Middle East (Islam and Arabic nations, Iran, Egypt, Israel and Judaism)</p>
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			Stage Soundtrack Score Lyricist	
Skills	Develop rhythmic compositions Perform rhythms by sight reading Identify the grand staff, bass, and treble clefs Performing simple melodies on the piano Composing simple melodies for the piano	Learn the sounds of various scales Identify chord progressions Write basic 8-bar melodies with chord structure Identify and use cadences	Identification of different styles of music by hearing it Understanding various foundational styles and what impacts they had/have on music Differences in musical styles, genres, and performances Understanding differences in animated, live-action, stage, and film versions of musicals and operas	Hearing and identifying various instruments; similar and different and connecting to instruments they are familiar with. Identify cultural rhythms and replication of some tonality and how it relates to the culture (i.e. modality- Phrygian/Spanish sounding music or instruments- guiro is Latin percussion)
Assessment	Rhythmic Assessment (including auditory assessment) Staff assessment Note assessment Performance assessment	Scale assessment Key Signature Assessment Chord assessment (triad) Performance and written assessments	Packets and class assessments to frequently check for understanding of Research project and presentation Musical recording testing	Recording assessment Written assessment and classroom project

	Unit Assessment			
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