

Quinton Township School District
Music
Grade 7
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Describing Music	Pacing:	10 Days
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Unit Summary: Students will explore various ways we can describe music, including simple/busy, atonal/tonal. mood/emotion identification, etc. Students will once again be exposed to various compositions from various time periods.

Objectives:

Week 1: Understand rules, count rhythms, move to a steady beat, identify high and low sounds

Week 2: Identify characteristics of a Ragtime composition, describe melodies, read notes and rhythms

Week 3: Identify characteristics of a composition by Scott Joplin, identifying various notes of the scale. Identify characteristics of a modern Jazz big band arrangement.

Week 4: Identify aspects of a swing composition, count rhythms, identify staff notes, write two-note melodies, identify aspects of what makes one song different from the other

Week 5: Critique various styles of dance, organize rhythmic notes into a chart form according to duration, identify notes of the staff, identify various notes of the scale, and identify aspects of a Baroque composition, identify aspects of what creates mood and emotion in music

Week 6: Critique various styles of dance, count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify subdivisions in rhythms

Week 7: Count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify subdivisions in rhythms, distinguish various scales and tonalities from each other

Week 8: Identify the scale used to create a melody, identify characteristics of a classical composition, subdivide rhythms

Week 9: Identify the scale used to create a melody, identify characteristics of a classical composition, subdivide rhythms

Week 10: Identify various tools used by music arrangers, subdivide syncopated rhythms

Essential Questions:

- Week 1: How do we come up with generalizations in music?
- Week 2: What characteristics make up a melody?
- Week 3: How can we describe music?
- Week 4: What makes one song different from another?
- Week 5: What musical elements affect the mood or emotion of a song?
- Week 6: What musical elements affect the mood or emotion of a song?
- Week 7: How has music developed throughout history?
- Week 8: What musical elements affect the mood or emotion of a song?
- Week 9: What musical elements affect the mood or emotion of a song?
- Week 10: What is an arrangement?

NJSLS - Visual and Performing Arts

- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Interdisciplinary Connections: SL.PE.7.1, L.KL.7.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Stretching to high and low notes. *Clap and count rhythm cards with quarter notes, eighth notes, Quarter rests and . *Play Alouette on the board. *Add the dotted Quarter note and Eighth rests. *Fill in "Generalizations about music" sheet. Discuss why some things are not always true. *Play A Qua Qua (teach to 7th grade) Week 2: *Play "A Cua Cua" *Listen to four recordings of Row Row Row Your Boat. They are to figure out which one has all the correct pitches and write down the number. note mover races *Play differentiated patterns on handbells	Teacher-created materials	Recordings of various compositions, listening guides, staff note pdf files, rhythm flash cards, tone chimes	• Smart Board Applications • Google Applications • mp3 files • Garageband tracks • pdf files

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*Finish "Generalizations about music" sheet *Clap and count rhythm lines on board. *Fill in sheet for describing melodies as simple or busy. *Identify characteristics of Easy Winners Rag *Name tunes from previous years. *Students will continue to identify songs from as many styles as possible on the style questionnaire. *Review staff sentences *Staff note hitting game Week 3: *Students will be told to think about the essential question “How can we describe music?” “Read article on pitch and answer questions. *Students will count to eight and clap on various numbers- then perform inside count. *Questionnaire activity *Play segments of “In the Mood” arranged by Glenn Miller and Jon Faddis side by side. Students are to make comparisons based on the description of each style.			
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*Review s-m on lines. Write a solfege with magnet notes. *Advanced solfege- s m l d d' l t Week 4: *Each student will clap and count rhythms on the "Rhythm Evaluation" sheet. Measures that need work will be highlighted in blue in order for the student to know what to work on. *Read article on "Pitch" and answer questions *Review rhythm cards *Play "Give My Regards to Broadway" on bells *Identify major, minor and chromatic scales *Class will practice saying names of combinations of E's and D's on staff. Add C. Students will practice playing on hand bells. Week 5: *Students will split into groups. They will be shown a video of dance. They are to work as a group and write up a critique based on their emotional response to the dance. *Continue to test students on the rhythm evaluation. Pair them up with partners as helpers when done.			
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*Identify major, minor, pentatonic, and chromatic scales *Review s-m on spaces, including la. Add do. *Advanced solfege- s l d m r f s *Class will practice saying names of combinations of E's and D's on staff. Add C. Students will practice playing on hand bells. *Students will watch a note tree come together by cards on the floor. They will then draw note trees themselves. If time permits: *Hand out brown sheets. Students will apply Pachelbel's Canon to movies and events as a result of the mood created by the piece. *Review aspects of Pachelbel's Canon. *Review s-m on spaces, including la. Add do. Week 6: *Students will go back into their groups from last week. They will watch a video of a dance in a different style than the previous week. They will work as a group to critique the emotional response of the dance.			
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*Review major, minor, pentatonic, and chromatic scales. *Students will continue to work with partners on counting rhythms on the evaluation sheets. *Review staff note sentences for treble and bass clefs, as well as ledger lines. *Class will practice saying names of combinations of Fs and As on the staff. Add C. Students will practice playing on hand bells. *Solfege Tag Week 7: *Identify various intervals by the sound. *Students will identify major, chromatic, pentatonic, and minor scales. They will fill in a sheet identifying melodies as being major, chromatic, pentatonic, and minor. *Review subdivision cards individually and in patterns. *Review staff sentences- including ledger lines and bass clef. *Play Solfege Simon. *Class will practice saying names of staff notes. Students will practice playing on hand bells.			
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Week 8: *Review various intervals with students. *Review listening vocabulary *Review sheet with scales- major, minor, pentatonic, and chromatic. *Review subdivision cards. *Fill in Yellow sheet to "Overture to the Marriage of Figaro" Week 9: *Review sheet with scales- major, minor, pentatonic, and chromatic. *Review subdivision cards. *Fill in Yellow sheet to "Overture to the Marriage of Figaro" Week 10: *Fill in yellow Sheet on "Russian Dance." *Discuss aspects of the Nutcracker with the classes. *Fill in sheets for tools for arranging using "Mary Had a LittleLamb" this week. Add an example that has another melody played against it. *Review Rhythm subdivision cards			
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Assessments

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Formative Assessments - Teacher Observation in Music Reading Activities - Class Discussion	Summative Assessments - Listening Guides - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Hold conferences with translator present.		
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Quinton Township School District
Music
Grade 7

Marking Period:	Two	Unit Title:	Exploring Rhythm	Pacing:	10 Days
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Unit Summary: Students will begin preparing for the Rhythmolymphics this marking period. At this point there is a wide range of levels of rhythm reading. Counting rhythms will come naturally to students who have been practicing an instrument daily since third grade. Those who are in one of the bell choirs are reading rhythms on a regular basis, although not as advanced as those who are playing in the concert band. The students who do not play in musical ensembles will vary in their levels of music reading from entry level to the medium-advanced level, and they will need a lot of differentiation in lessons. Students will be paired with tutors in the hopes of pulling up their reading levels. Students will continue listening activities with listening guides, and they will begin studying for a listening test that covers twelve styles of music. This test is similar to what college students get in college music appreciation tests, and it is the first one they will encounter of this type.

Objectives:

Week 1: Identify various arranging tools, identify the melody of a song after it is arranged in a different style.

Week 2: Identify tools of music arranging, count rhythms using quarter notes, eighth notes, and dotted quarter notes in any pattern.

Week 3: Identify various notes of the scale, identify aspects of a Romantic era composition, identify tools of arranging.

Week 4: Identify various notes of the scale, identify aspects of a Romantic era composition, identify tools of arranging.

Week 5: Recognize aspects of various styles of music.

Week 6: Recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes.

Week 7: Identify aspects of a contemporary jazz arrangement, count rhythms. Identify aspects of a Sousa March.

Week 8: Identify various compositions, composers, and styles, count dotted rhythms.

Week 9: Subdivide rhythms.

Week 10: Subdivide rhythms with sixteenth notes and rests.

Essential Questions:

- Week 1: What is an arrangement?
- Week 2: How do we develop a tune into an arrangement?
- Week 3: How can a music arranger create variations on a song?
- Week 4: How can a music arranger create variations on a song?
- Week 5: How do styles differ?
- Week 6: How has music evolved through the years?
- Week 7: How are rhythms subdivided?
- Week 8: How has music evolved through the ages?
- Week 9: How can note reading help students (us) understand music?
- Week 10: How are rhythms subdivided?

NJSLS - Visual and Performing Arts

- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 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.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 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.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Interdisciplinary Connections: SL.PE.7.1, L.KL.7.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review "Russian Dance" *Students will listen to "Camptown Races" played in the style of China, Ireland, South America, Ukraine, Austria, Spain, and America. They are to identify which country they are hearing, based on the characteristics of the arrangement. Week 2: *Count and clap rhythms from cards with and without the subdivisions written. If students have difficulty counting the ones without the subdivisions written on them the class will be split into groups of four to independently work on various patterns.	Teacher-created materials	Rhythm flash cards, tutorial videos, listening guides, worksheets, recordings of various compositions	• Smart Board Applications • Google Applications • youtube videos • mp3 recordings

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*Students will answer questions about various arranging tools. They will then work in pairs on the sheets distributed. They are to fill the number of each musical example in the appropriate blank of the sheet. Week 3: *Fill in sheet for arranging tools. *Fill in voice parts sheets (SATB) to "Joy to the World". *Fill in yellow sheets to Russian Soldiers Dance *Play Solfege Simon Week 4: *Friday class Fill in listening guide to "Arranging Tools 2" *Begin sixteenth note tutorial videos *Fill in voice choir voice part sheets to "Deck the Hall" *Play Solfege Simon Week 5: Study for listening test on styles and composers. Week 6: Review for test on composers and styles. Week 7:			
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*Students will watch the video on sixteenth rests and learn the subdivisions. *Students will work in pairs teaching each other patterns with various types of rests. *Listen to El Capitan March and identify characteristics . *Write solfege with staff note magnets: s m m s m m s s s l s s m l s m s l s d m s l m d m r s f s l d' l t d' m s m d l, d m f Week 8: *Continue practicing for the Rhythmolympics *Work with Rhythmolympics video *Take a practice test on composers and styles Week 9: *Continue working on Rhythmolympics- partner students to work together *Students will be tested at the end of class to see their progress. Week 10:			
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*Students will work in pairs on rhythm reading for the Rhythmolympics. Each pair will work on different levels of advancement, depending on the level of partners. *At the end of class, test all students on the Rhythmolympics to see how many patterns they are able to clap and count correctly in a minute.			
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Assessments	
Formative Assessments - Rhythmolympics Practice Activities - Class Discussion	Summative Assessments - Unit Assessments - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword,	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at

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modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 7

Marking Period:	Three	Unit Title:	Music Appreciation	Pacing:	10 Days
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Unit Summary: Students studied for the Rhythmolympics and listening test in the previous marking period, and they will complete their studies this marking period. The listening test is an open-note test, and in their note taking they will learn many facts and terms in conjunction with the compositions, styles, and composers they are studying. They will audition for the Rhythmolympics and be tested on the musical styles early in this marking period. At the end of the marking period they will be introduced to more styles, and begin to study for a test that consists of two compositions per style, requiring them not only to listen to elements of individual styles, but also similar, but contracting compositions. Toward the end of the marking period students will be introduced to a word wall with musical terminology. Words will be added every few weeks, and there will be a test at the end of the fourth marking period. +()

Objectives:

Week 1: Subdivide sixteenth note rhythms and compose a 12-tone composition.
Week 2: Subdivide sixteenth note rhythms.
Week 3: Identify various compositions, composers, and styles.
Week 4: Identify staff notes and play on bells, identify characteristics of chant notation, identify various notes of the scale.
Week 5: Identify the four voice parts of a barbershop quartet.
Week 6: Identify the voice parts of the barbershop quartet, subdivide rhythms.
Week 7: Identify various musical terms.
Week 8: Identify various compositions, composers, and time periods.
Week 9: Identify music and composers of various time periods.
Week 10: Identify various compositions, composers, and time periods. +()

Essential Questions:

Week 1: How is serial music composed?

Week 2: How do subdivisions work in music?

Week 3: How has music evolved through the ages?

Week 4: What elements are similar and different in early music and contemporary music?

Week 5: How do the components of a barbershop quartet affect the whole?

Week 6: What are aspects of reading music?

Week 7: How does proper terminology help us understand music?

Week 8: How has music evolved through the ages?

Week 9: How has music evolved throughout the years?

Week 10: How does music reflect an era?

NJSLS - Visual and Performing Arts

- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 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.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.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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections: SL.PE.7.1, L.KL.7.2.A, 7.7.RP.A.2

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Students will create a twelve-tone row based on the Chromatic scale. This will be used as a 12-tone composition. They will work in groups and devise techniques to manipulate the row to further develop the piece, then play it on handbells. Week 2: Students will be individually tested for the Rhythmolympics. Week 3: Review for the test on composers and styles.+ () Week 4: *Review for listening test on compositions, styles, and composers. *Listen to Ave Maria Chant and Ave Maria in four parts. Students are to give musical terms that explain the difference, mainly being harmony and unison.	Teacher-created materials	Recordings of musical selections, study guide, related facts to musical selections, word wall	• Smart Board Applications • Google Applications

*Fill in yellow sheet to Ave Maria Chant. *Solfege Simon game. Week 5: Students will listen to separate parts of a barbershop quartet and identify them on a track sheet. They will then check as a class by identifying their choices for the same voice part and seeing if they match up in unison. Week 6: *Write a twelve tone row using flats (sharps were used in the previous lesson) *Activity sheet: listen to rhythms and circle which ones match on the papers. *Review rhythms with eighth, dotted eight, quarter, and sixteenth notes. *Review the voice parts of a barbershop quartet. Week 7: *Students will have nine words added to the word wall. They will have a matching sheet and use educated guesses with root words and other clues in order to figure out the new words, and the previous nine words will be included as well.			
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*Students will play Solfege Simon. Week 8: Students will study and prepare for an upcoming listening exam. Week 9: *Review words on Word Wall *Students will review for a test on composers, compositions, and styles Week 10: *Students will study and prepare for an upcoming listening exam. *Solfege Simon if time permits			
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Assessments	
Formative Assessments - Teacher Observation in Music Activities - Informal Vocabulary Assessments - Class Discussion	Summative Assessments - Unit Composer Assessment - Unit Vocabulary Assessment - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as	Basic Skills Instruction	Basic Skills Instruction	Promote self-initiated and

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listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 7

Marking Period:	Four	Unit Title:	Music Through the Years	Pacing:	10 Days
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Unit Summary: Students will prepare to take a listening test on 29 listening examples from 16 musical style periods. In their study sessions they will acquire many facts in conjunction with the pieces, many of which can be applied to other musical selections. Students will also prepare for a test on the word wall, using words they've acquired for the past two marking periods.

Objectives:

Week 1: Identify various composers, compositions, and styles from various historical eras.
Week 2: Identify various composers, compositions, and styles from various historical eras.
Week 3: Identify various composers, compositions, and styles from various eras, define musical terms.
Week 4: Identify various composers, compositions, and styles from various historical eras.
Week 5: Identify composers and compositions from various time periods and styles.
Week 6: Define specific musical terminology and apply it to musical sounds, identify various notes of the scale.
Week 7: Identify various composers, styles, and compositions.
Week 8: Identify various compositions, composers, and styles from many historical eras.
Week 9: Define various musical terms.
Week 10: Identify various notes of the scale.

Essential Questions:

Week 1: How has music evolved throughout the years?
Week 2: How has music evolved throughout the years?

Week 3: How has music evolved through the ages?
 Week 4: How has music evolved throughout the years?
 Week 5: How has music evolved through the ages?
 Week 6: How do we apply musical terminology to music?
 Week 7: How has music evolved through the years?
 Week 8: How has music evolved through the years?
 Week 9: How does terminology help us understand music?
 Week 10: How does solfege connect to music?

NJSLS - Visual and Performing Arts

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 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.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.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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections: SL.PE.7.1, L.KL.7.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Students will study for a test on composers, compositions, and styles. This test will consist of 16 different styles of music. Week 2: Students will study for a test on composers, compositions, and styles Week 3: *Review the word wall sheet. *Study for the upcoming listening test. Week 4: Students will study for a test on composers, compositions, and styles Week 5: Students will study for the open note listening test on composers, titles, and styles Week 6: *Students will review for their listening test. *Students will look at the definition of vibrato, then listen to a voice singing the same passage with and without vibrato, identifying the difference	There is no teacher's guide for grades 5-8. All worksheets have been created and typed up by the teacher	Recordings of musical selections, study guide, related facts to musical selections, word wall	• Smart Board Applications • Google Applications • mp3 recordings

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Students will listen to a CD with 16 tracks. They will have a word bank, and they are to write the word that corresponds with each track. Week 7: Continue reviewing for the listening test. We will do so as a game. Week 8: Students will take the Listening test. Week 9: Make up tests for the Word Wall will be given to students who still need them. Students will do crossword puzzles in order to review what we covered this year. Week 10: Students will take turns playing "Solfege Simon"			
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Assessments	
Formative Assessments - Teacher Observation in Music Activities - Informal Vocabulary Checks - Class Discussion	Summative Assessments - Compositions and Style Assessment - Vocabulary Assessment - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments Alternative Choice Projects

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literacy screeners, content-specific benchmarks)

- Oral Assessments

Differentiation

Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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