Mendham Township Middle School
Grades 5 - 8

General Music Curriculum / Trimester Course

2024 Update / Aligned to NJSLS 2020

Inclusivity Statement:

This music curriculum incorporates the contributions of historically marginalized groups in alignment with the New Jersey Amistad Law (N.J.S.A. 18A 52:16A-88), Holocaust Law (N.J.S.A. 18A:35-28), and LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35). Students will examine the impact of African-American composers, musicians, and genres such as jazz, blues, and hip-hop on the development of modern music. Additionally, discussions will address the resilience and artistic expressions of communities affected by genocide, including the Holocaust, exploring how music served as a form of resistance and remembrance. The curriculum will also highlight the contributions of LGBTQ+ individuals and persons with disabilities to music and culture, ensuring an inclusive and comprehensive understanding of diverse perspectives within music history, transcription, and composition.

5th Grade General Music Curriculum

2020 New Jersey State Student Learning Standards for General Music

This 13-week trimester course is designed to integrate the **2020 New Jersey Student Learning Standards for Music** (NJSLS-M) and provide 5th-grade students with opportunities to explore music through hands-on projects that involve research, creativity, and technical skill. Throughout the course, students will explore the role of music and sound in various forms of media and learn how to manipulate sound and music for creative purposes.

The grade 5 curriculum offers an engaging exploration of audio media, emphasizing the creative and technical roles of sound in storytelling across various contexts. In **Unit 1**, students research the use of music, sound effects, and speech in media like films and video games, culminating in a multimedia presentation that analyzes these elements' emotional and narrative impact. **Unit 2** introduces digital editing tools, allowing students to remix or rearrange existing music, fostering technical skills and creativity in music production. **Unit 3** focuses on Foley sound design, with students creating, recording, and synchronizing custom sound effects to animate a short video, deepening their understanding of sound's role in enhancing visual storytelling. Throughout, students develop critical skills in analysis, technical editing, and creative expression, culminating in a reflective activity that ties together their insights on sound's significance in media.

Units Overview - may include the following activities:

1. **Unit 1: Audio Media Research Project & Presentation**
    - *Weeks 1-4*
      Students will explore the use of music and sound in different types of media, including movies, podcasts, advertisements, and video games. They will research and present their findings using Google Slides, focusing on the impact of audio in enhancing storytelling.
2. **Unit 2: Music Scramble**
    - *Weeks 5-8*
      Students will practice editing and rearranging music tracks using digital audio tools. They will develop their skills in splicing and sequencing to create a cohesive musical composition.
3. **Unit 3: Foley Sound Effect Project**
    - *Weeks 9-13*
      Students will create and record Foley sound effects for a short animated video. They will learn the techniques used in film and television to create realistic and dramatic sound effects that enhance visual storytelling.

Overall Assessment & Reflection:

- **Ongoing Assessment**:
  Teachers will observe and provide feedback on students' engagement with the projects, technical proficiency in using digital tools, and creativity in sound design. Emphasis will be placed on students' ability to collaborate, explain their choices, and make connections between music and media.
- **Final Reflection**:
  At the end of each unit, students will reflect on their learning experience through brief written or verbal reflections, discussing their artistic choices, challenges faced during the project, and the role of sound in storytelling.
- **End-of-Course Presentation**:
  In the final week, students will present their Foley Sound Effect projects and discuss how sound enhances storytelling. They will explain the process of creating and synchronizing their sound effects with the visual elements of the animation.

Unit 1: Audio Media Research Project & Presentation (Weeks 1-4)

Objective: Students will choose and research different forms of audio media and present the effects each one had on how we consume media. They will specifically study the development of audio recording techniques, the advancements in sound quality and how we perceive recorded sound, the history behind its invention, and how it works.

Standards Addressed:

- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities:

1. **Introduction to Audio and Media and Research**:
   Students will choose a form of audio media (e.g., Cassettes, Music Streaming and Podcasts, CD's) and research the benefits and disadvantages of each that contribute to the overall listening experience. They will examine the historical impact, significance of their creation, and the roles they play in communicating information in our day-to-day lives.
2. **Creating the Presentation**:
   Using Google Slides, students will create a multimedia presentation that includes:
   - A detailed description of their chosen audio media (Cassettes, Music Streaming and Podcasts, CD's).
   - List the inventors, the reason behind its invention, similarities and connection to other audio media, positives and negatives, why it is and isn't still used, limitations with data, limitations with quality of sound and ability to maintain authenticity and accurately play recorded pitch, tone, and dynamics as they would be heard live.
   - Discuss how the use of this audio media has shifted our culture, and how we consume popular news and entertainment.
   - Discuss how they enhance the listening, recording, and experience.
   - Demonstrate using video or physical examples how it works, and describe the parts of it.
3. **Presentation**:
   Students will present their findings to the class, showcasing their research and providing a multimedia experience (e.g., playing audio clips or showing video examples).

Unit 2: Music Scramble (Weeks 5-8)

Objective: Students will learn how to use digital audio tools to splice and rearrange music, developing skills in editing and sequencing. They will work with existing audio files to create new versions, exploring creativity in music production.

Standards Addressed:

- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

Activities:

1. **Introduction to Digital Audio Tools**:
   Introduce students to basic music editing software (e.g., Audacity, Logic Pro). Teach fundamental editing skills such as cutting, pasting, looping, splicing, and adjusting pitch and tempo.
2. **Music Scramble Challenge**:
   Provide students with a scrambled music track, where the sections (e.g., verse, chorus, bridge) have been mixed up. Their task is to listen to the pieces and reorder the track into a cohesive sequence.
3. **Create a Remix or New Sequence**:
   Once students are familiar with basic editing tools, they will work on creating their own remix or rearranged version of a provided track. They will cut and paste sections, adjust timing, and experiment with different combinations of musical elements.
4. **Final Presentation**:
   Students will present their new composition to the class, explaining their choices in terms of structure and musical elements, and how they used editing to achieve their creative vision.

Unit 3: Foley Sound Effect Project (Weeks 9-13)

Objective: Students will learn the art of Foley sound effects creation, recording sounds for a short animated video. They will synchronize their sound effects with the animation to enhance the storytelling.

Standards Addressed:

- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 1.3A.5.Pr4e: Convey creators intents through the performers interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities:

1. **Introduction to Foley Sound**:
   Explain the role of Foley artists in creating sound effects for movies, TV shows, and animations. Show examples of common Foley sounds (e.g., footsteps, door creaks, object crashes) and how they are created using everyday objects.
2. **Sound Effect Creation**:
   Students will work in groups to watch a short animated clip without sound. They will identify where sound effects are needed (e.g., footsteps, objects being moved, background ambiance). Using a variety of materials (e.g., shoes for footsteps, paper for crinkling sounds), students will create and record their own Foley sounds.
3. **Recording and Editing**:
   Students will use digital recording tools (smartphones or audio software) to capture their sounds. They will then edit and synchronize their sound effects with the animation using audio editing software.
4. **Final Presentation**:
   In the final week, students will present their completed animation with the synchronized Foley sound effects to the class. They will discuss how the sound effects enhance the animation and the process they followed to create and sync the sounds.

End-of-Course Reflection:

At the end of the trimester, students will complete a reflection activity where they consider the role of sound in various forms of media. They will answer questions such as:

- How did sound affect your understanding of the media (e.g., movies, games, cartoons)?
- What were the challenges in creating and synchronizing sound effects?
- What did you learn about the importance of music and sound in storytelling?

6th Grade Music Curriculum

2020 New Jersey Student Learning Standards for General Music

This 13-week trimester course is designed to help students build a deeper understanding of music through engaging projects that focus on rhythm, theory, music genre research, and digital audio production. The course integrates ear training, music theory, and technology, allowing students to explore music from multiple angles and develop the skills necessary for creating, performing, and analyzing music.

The 6th Grade Music Curriculum is designed to enhance students' musical skills through engaging, project-based learning. In **Unit 1**, students focus on developing aural skills, rhythm proficiency, and music theory through activities like sight-reading, rhythmic drills, and ear training. **Unit 2** introduces students to music genre research, where they explore the history, characteristics, and cultural impact of a chosen genre, presenting their findings using Google Slides. In **Unit 3**, students create an original commercial, composing a soundtrack in Logic Pro and integrating it with visuals using iMovie, blending music and media production. The course emphasizes creativity, technical skills, and real-world applications of music, culminating in reflective assessments and class presentations to deepen understanding of music's role in storytelling and culture.

Units Overview - may include the following activities:

1. **Unit 1: Develop Aural Skills & Music Fluency**
    - *Weeks 1-4*
      Students will develop essential aural skills through rhythm studies, sight-reading exercises, and music theory assessments. They will practice listening skills, rhythm patterns, and sight-reading techniques to improve fluency in reading and performing music.
2. **Unit 2: Music Genre Research Project & Presentation**
    - *Weeks 5-8*
      Students will research a music genre (e.g., jazz, rock, classical, hip-hop) and present their findings in a Google Slides presentation. They will explore the history, key artists, and musical characteristics of their chosen genre, and create a multimedia presentation to showcase their research.
3. **Unit 3: Commercial Project - Creating an iMovie Supported with Music**
    - *Weeks 9-13*
      Students will create a commercial for a product or service, incorporating a soundtrack composed in Logic Pro. They will learn how to synchronize original music with visual elements, using iMovie to produce a professional-quality project.

Overall Assessment & Reflection:

- **Ongoing Assessment**:
  Teachers will monitor students' progress on individual tasks and provide feedback on their technical skills (e.g., rhythm fluency, music theory understanding, music creation), creativity, and collaboration. Rubrics will focus on accuracy, creativity, effort, and presentation.
- **Final Reflection**:
  At the end of each unit, students will complete a reflection activity, where they will discuss what

they learned, what they found challenging, and how the project connects to real-world music-making and media production.

- **End-of-Course Presentation**:
  In the final week, students will present their iMovie commercial project, discussing how they composed the music in Logic Pro and how the music supports the video's message. The class will provide feedback on each project, focusing on the integration of music and visuals.

Unit 1: Develop Aural Skills & Music Fluency (Weeks 1-4)

Objective: Students will improve their aural skills, rhythm proficiency, sight-reading abilities, and understanding of basic music theory concepts.

Standards Addressed:

- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 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.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities:

1. **Rhythm Study**:
    - **Introduction to Rhythms**: Students will begin with a review of basic rhythmic values (e.g., quarter notes, eighth notes, rests). They will practice clapping and vocalizing various rhythms, progressing to more complex patterns.
    - **Rhythm Drills**: Using a metronome, students will practice rhythmic exercises, starting with simple patterns and gradually increasing in complexity. They will learn how to read and perform syncopated rhythms, dotted notes, and compound time signatures.
    - **Aural Practice**: Students will listen to audio examples of different rhythmic patterns and try to replicate them. They will play rhythms on percussion instruments or clap in unison as part of group practice.
2. **Sight-Reading Practice**:
    - **Introduction to Sight-Reading**: Students will practice reading simple melodies in both treble and bass clefs. They will begin with single-line melodies, gradually progressing to more complex rhythmic and melodic patterns.
    - **Sight-Reading Assessments**: Teachers will administer short sight-reading assessments throughout the unit, encouraging students to read music independently and accurately. Students will record themselves reading pieces and receive feedback on their pitch and rhythm accuracy.

3. **Music Theory Fundamentals**:

    - **Key Signatures and Scales**: Students will learn about key signatures, major scales, and intervals. They will practice identifying and playing major scales on keyboard or other melodic instruments.
    - **Time Signatures and Note Values**: Reinforce understanding of time signatures and note/rest durations. Students will complete worksheets and interactive games to improve their note-reading speed and accuracy.
    - **Music Theory Quiz**: At the end of the unit, students will complete a music theory assessment that covers note values, time signatures, scales, and basic melodic reading.
4. **Aural Skills**:
    - **Pitch Recognition**: Students will practice identifying intervals and chords by ear, focusing on major and minor triads.
    - **Melodic Dictation**: Using earphones, students will listen to short melodies and write them down using correct notation.

Unit 2: Music Genre Research Project & Presentation (Weeks 5-8)

Objective: Students will research and present a music genre, exploring its history, artists, key characteristics, and cultural impact. They will develop a Google Slides presentation that incorporates both text and multimedia.

Standards Addressed:

- 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.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.Re8a: Apply appropriate personally developed criteria to evaluate musical works or Performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities:

1. **Genre Selection**:
    - **Choose a Genre**: Each student will select a music genre to research (e.g., classical, jazz, rock, hip-hop, country, electronic). They will write a brief explanation of why they chose that genre and what interests them about it.
    - **Researching the Genre**: Students will research the history, evolution, and cultural significance of their chosen genre. They will explore key artists, important recordings, and stylistic elements such as instrumentation, rhythm, and harmony.
    - **Finding Audio and Video Examples**: Students will find and analyze audio or video clips that showcase key characteristics of their genre. They will use these examples to illustrate their points in their presentation.
2. **Creating the Presentation**:
    - **Google Slides Project**: Students will create a multimedia Google Slides presentation that includes:
        - An overview of the genre's history and origins.
        - Key characteristics of the music (e.g., rhythm, instrumentation, lyrics).
        - Influential artists and recordings.
        - The genre's cultural impact (e.g., how it influenced fashion, politics, social movements).
        - Audio or video examples to demonstrate the genre.
    - **Peer Review**: Before the final presentation, students will share their slides with a peer for feedback. They will give constructive critiques on the content, visuals, and audio.
3. **Presentation**:

- Students will present their Google Slides project to the class, playing examples of music and discussing the genre's features, history, and cultural relevance. Each presentation should last 5-7 minutes.

Unit 3: Commercial Project - Create an iMovie Supported with Music (Weeks 9-13)

Objective: Students will create a commercial for a product or service, composing and producing original music in **Logic Pro** to accompany their project. They will learn how to integrate music and sound into a visual medium using **iMovie**.

Standards Addressed:

- 1.3A.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, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 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.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 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.

Activities:

1. **Planning the Commercial**:
    - **Brainstorming**: Students will choose a product or service to advertise (e.g., a toy, app, or food item). They will outline the key message they want to convey (e.g., fun, relaxation, urgency).
    - **Storyboarding**: Students will create a storyboard for their commercial, mapping out the scenes and identifying where music and sound will be used. They will think about the mood and pacing of their commercial and how music will support that.
2. **Composing Music in Logic Pro**:
    - **Introduction to Logic Pro**: Students will learn the basics of **Logic Pro** to compose their own music. They will explore virtual instruments, loops, and MIDI editing to create a soundtrack that matches the tone of their commercial.
    - **Music Composition**: Students will compose a 30-second to 1-minute piece of original music that fits the theme of their commercial. They will experiment with different styles (e.g., upbeat, suspenseful, relaxing) and create original melodies, harmonies, and rhythms.

3. **Editing the Commercial in iMovie**:
    - **Importing and Syncing**: Students will import their music into **iMovie** and synchronize it with their video footage. They will add sound effects, voiceovers, and transitions to create a polished commercial.
    - **Final Edits**: Students will refine their projects, adjusting timing, visual effects, and sound levels to ensure the music complements the visuals.
4. **Final Presentation**:
    - Students will present their completed commercials to the class, explaining their music composition choices and how the music enhances the message of the commercial.
    - Classmates will provide constructive feedback on each commercial's music, visuals, and overall impact.

End-of-Course Reflection:

At the end of the trimester, students will reflect on their learning experiences in a written or verbal format, answering questions such as:

- How did you improve your music fluency and aural skills through the rhythm and sight-reading exercises?
- What did you learn about the relationship between music and media in your genre research and commercial project?
- How did creating original music for a commercial deepen your understanding of music composition and technology?

7th Grade Music Curriculum

2020 New Jersey Student Learning Standards for General Music

This 13-week trimester course is designed to provide 7th-grade students with an in-depth exploration of music history, the lives and works of composers, and the role of music in film and media. Students will develop critical listening skills, learn about the evolution of music from ancient civilizations through the Classical era, research famous composers, and create original music to enhance visual storytelling.

The grade 7 curriculum provides students with a rich exploration of music history, composition, and application through three engaging units. In Unit 1, students trace the evolution of music from ancient civilizations to the Classical Era, learning about cultural influences, musical forms, and historical contexts through lectures, listening exercises, and reflective activities. Unit 2 emphasizes research and presentation skills as students delve into the lives and works of composers from various periods, creating multimedia projects that highlight their contributions to music. Finally, Unit 3 fosters creativity and technical skills as students compose original soundtracks for video clips, learning to synchronize music with visuals to enhance storytelling. Throughout the course, assessments include quizzes, reflections, and project presentations, promoting critical thinking and a deeper appreciation of music's historical and creative dimensions.

Units Overview - may include the following activities:

1. **Unit 1: Study of Music History from Ancient Civilization through Classical Era**
    - *Weeks 1-4*
      Students will explore the development of music from ancient civilizations (e.g., Mesopotamia, Egypt, Greece) through the Classical Era (e.g., Mozart, Beethoven). They will learn about the cultural, historical, and social contexts of music during these periods, focusing on key developments in musical structure, instruments, and notation.
2. **Unit 2: Composer Research Project and Presentation**
    - *Weeks 5-8*
      Students will research a composer from any historical period (Baroque through Contemporary) and present their findings in a Google Slides presentation. They will focus on the composer’s life, major works, contributions to music, and historical significance.
3. **Unit 3: Movie Music Project – Original Music for a Video of Their Choice**
    - *Weeks 9-13*
      Students will create original music using digital tools to accompany a short video clip of their choice. They will learn to compose music that enhances the emotional impact and narrative of a scene, integrating their understanding of music theory and composition.

Overall Assessment & Reflection:

- **Ongoing Assessment**:
  Teachers will monitor student progress on research, composition, and presentation tasks.

Assessments will include written reflections, project rubrics, and presentations. Feedback will focus on students' understanding of music history, composer research, and creativity in music production.

- **Final Reflection**:
  At the end of each unit, students will complete a reflective journal entry or verbal reflection to discuss their learning, challenges faced, and insights gained from each project. This will allow students to think critically about their experiences in music history, research, and composition.
- **End-of-Course Presentation**:
  In the final week, students will present their Movie Music Project to the class, explaining how they composed their music to align with the emotions and actions on screen. They will discuss their creative process and the role of music in film.

Unit 1: Study of Music History from Ancient Civilization through Classical Era (Weeks 1-4)

Objective: Students will explore the history of music, from early civilizations through the Classical period, and develop an understanding of how music evolved alongside cultural and technological advancements.

Standards Addressed:

- 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.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.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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities:

1. **Introduction to Ancient Music**:
    - **Lecture and Discussion**: Begin by introducing students to the music of ancient civilizations. Discuss early instruments, music's role in religious and social life, and the development of musical notation. Focus on Mesopotamian, Egyptian, Greek, and Roman music.
    - **Listening Examples**: Play samples of reconstructed ancient music and discuss how the use of scales, instruments, and rhythms may have influenced later music.
    - **Reading Assignment**: Assign a reading on the role of music in Ancient Egypt or Greece, focusing on the use of music in religious ceremonies and entertainment. Students will summarize the reading and discuss key points in class.
2. **Medieval and Renaissance Music**:
    - **Key Developments**: Discuss the transition from the Ancient to the Medieval period. Introduce Gregorian chant, the early development of musical notation, and the role of music in monasteries and courts.
    - **Listening Exercise**: Play examples of Gregorian chants and Renaissance madrigals. Discuss the characteristics of these styles (e.g., monophonic vs. polyphonic textures).
    - **Group Project**: In small groups, students will create a short presentation about either Gregorian chant or Renaissance music, including a sample performance or a visual element (e.g., a timeline or illustration of instruments).

3. **Baroque and Classical Eras**:
    - **Baroque Music**: Discuss the Baroque period (1600–1750), focusing on composers like Bach, Handel, and Vivaldi. Explore the development of instrumental music, the rise of opera, and the use of ornamentation in compositions.
    - **Classical Period**: Transition to the Classical Era (1750–1820) with a focus on composers like Mozart, Haydn, and Beethoven. Discuss the development of symphonic form, opera, and chamber music.
    - **Listening Examples**: Play excerpts from Bach's *Brandenburg Concerto*, Mozart's *Eine kleine Nachtmusik*, and Beethoven's *Symphony No. 5*. Discuss the stylistic characteristics of each period.
4. **Assessment**:
    - **Music History Quiz**: At the end of the unit, students will take a quiz covering the key developments in music history from ancient times through the Classical Era. The quiz will focus on important composers, historical contexts, and key musical forms.
    - **Written Reflection**: Students will write a reflection on how music changed through the different eras and how the cultural context influenced musical style.

Unit 2: Composer Research Project and Presentation (Weeks 5-8)

Objective: Students will research a composer from any period in music history and create a multimedia presentation. They will learn about the composer's life, works, and contributions to music.

Standards Addressed:

- 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.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.
- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 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.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Activities:

1. **Introduction to Composer Research**:
    - **Research Assignment**: Assign each student a composer to research. Options might include Bach, Mozart, Beethoven, Tchaikovsky, Stravinsky, or Billie Holiday, among others.
    - **Research Questions**: Provide students with a set of guiding questions for their research, including:
        - What were the major works of this composer?
        - What historical events influenced their music?
        - How did this composer's music contribute to the development of music during their era?
        - What was their musical style, and how did they influence future generations of composers?
2. **Creating the Google Slides Presentation**:
    - **Presentation Structure**: Students will create a Google Slides presentation with the following components:
        - An introduction to the composer's life and background.
        - A timeline of key events in the composer's life.
        - Audio or video samples of their most important works (e.g., a clip of Beethoven's *Symphony No. 9* or a recording of Mozart's *Requiem*).
        - A discussion of the composer's impact on music and their legacy.
    - **Presentation Tips**: Teach students how to create engaging slides that include visuals, music, and text. Emphasize the importance of storytelling in their presentation.

3. **Peer Review**:
    - **Peer Feedback**: Before finalizing their presentations, students will share their slides with a peer for feedback. They will provide constructive suggestions on improving clarity, design, and presentation style.
    - **Revisions**: Students will revise their presentations based on peer feedback, focusing on improving their delivery and incorporating any suggestions that enhance the project.
4. **Final Presentation**:
    - **Class Presentations**: Students will present their research to the class, playing relevant music samples and discussing the composer's life, style, and contributions.
    - **Q&A**: After each presentation, the class will ask questions, and students will engage in a brief discussion about the composer's influence on the music world.

Unit 3: Movie Music Project – Original Music for a Video of Their Choice (Weeks 9-13)

Objective: Students will compose original music to accompany a short video, learning how to synchronize music with visuals to enhance storytelling.
Standards Addressed:

- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 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.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 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.

Activities:

1. **Choosing the Video Clip**:
    - **Selecting a Scene**: Students will choose a short video clip from a movie, TV show, or animated film. The clip should be no more than 2 minutes long and should not already have a prominent musical score.
    - **Storyboarding**: Students will analyze the emotions and actions in the clip and decide on the type of music they want to create (e.g., suspenseful, joyful, dramatic).
2. **Composing the Music**:
    - **Introduction to Music Composition Software**: Students will learn how to use music composition software such as **GarageBand** or **Logic Pro** to create their original soundtrack. They will compose music that aligns with the tone and mood of the scene.
    - **Syncing Music to Video**: Students will learn how to synchronize their composition with the video using **iMovie**. They will experiment with timing and musical transitions to ensure that their music enhances the visual elements.
    - **Sound Effects**: In addition to composing music, students will add sound effects (e.g., footsteps, ambient sounds, etc.) to make the scene more immersive.
3. **Editing and Finalizing**:
    - **Final Edits**: Students will refine their project by adjusting the music levels, adding fades, and ensuring smooth transitions between scenes.
    - **Peer Review**: Students will share their projects with a partner for feedback, focusing on how well the music supports the emotional tone of the video.

4. **Final Presentation**:
    - **Class Screening**: In the final class, students will present their movie music projects, explaining the creative choices behind their composition. They will play the video with their original music and discuss how they synchronized the sound with the visuals.
    - **Reflection**: Students will write a brief reflection on what they learned about the role of music in film and how they used their music theory and composition skills to create a compelling soundtrack.

End-of-Course Reflection:

At the end of the trimester, students will write or present a final reflection on their learning. They will discuss how their understanding of music history, composers, and film music evolved throughout the course and how the projects helped deepen their appreciation for music's role in storytelling and cultural expression.

8th Grade Music Curriculum

2020 New Jersey Student Learning Standards for General Music
This 13-week trimester course for 8th-grade students provides a deeper understanding of music history, music technology, and composition techniques. Students will explore the evolution of music from the Romantic period to modern times, learn transcription techniques, and create original music using digital tools. The course emphasizes creativity, technical skills, and critical thinking, fostering students' abilities to analyze, create, and present music in both traditional and digital forms.

This curriculum offers a comprehensive exploration of music history, transcription, and composition, integrating historical knowledge with modern technology and creativity. In Unit 1, students study the evolution of Western music from the Romantic period to contemporary times, examining key movements, composers, and cultural influences through listening exercises, discussions, and projects. Unit 2 focuses on music transcription, where students learn to convert traditional sheet music into digital formats using Logic Pro, mastering skills in MIDI processing and piano roll editing. Unit 3 culminates in an original composition project, encouraging students to create and present their own music while applying theory and digital production techniques. Throughout the course, assessments include projects, reflections, and a final presentation of their compositions, fostering creativity, technical expertise, and a deeper understanding of music's historical and modern contexts.

Units Overview - may include the following activities:

1. **Unit 1: Study of Music History from the Romantic Period to Modern Times**
    - *Weeks 1-4*
      Students will explore the development of Western music from the late Romantic period to the 20th and 21st centuries. This unit will examine key composers, styles, and movements such as Impressionism, Expressionism, Minimalism, and popular music trends.
2. **Unit 2: Music Transcription / Piano Roll Project**
    - *Weeks 5-8*
      In this unit, students will learn how to transcribe music by converting sheet music into digital format using Logic Pro. They will focus on processing piano rolls and MIDI data to create accurate digital representations of traditional sheet music.
3. **Unit 3: Original Composition Project**
    - *Weeks 9-13*
      Students will compose an original piece of music using Logic Pro. They will develop their song-writing skills, experiment with different genres and techniques, and learn how to structure a song from the ground up.

Overall Assessment & Reflection:

- **Ongoing Assessment**:
  Throughout each unit, students will receive formative feedback on their progress in music history

comprehension, transcription accuracy, and composition development. Rubrics will assess creativity, technical skill, accuracy, effort, and the ability to use digital tools.

- **Final Reflection**:
  After completing each unit, students will write a brief reflection that addresses the challenges they faced, the skills they developed, and their understanding of the material. This reflection will also include a self-assessment of their final project.
- **End-of-Course Presentation**:
  In the final week, students will present their original compositions to the class, discussing their creative process and how they utilized the tools and techniques learned during the course.

Unit 1: Study of Music History from the Romantic Period to Modern Times (Weeks 1-4)

Objective: Students will explore major trends, composers, and developments in music history from the Romantic period to the present day. They will analyze the cultural, social, and technological factors that influenced these musical movements.

Standards Addressed:

- 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.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.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities:

1. **Introduction to the Romantic Period**:
    - **Lecture and Discussion**: Begin by discussing the key characteristics of the Romantic period (e.g., emotional expression, program music, expansive orchestration). Focus on composers such as Chopin, Liszt, Brahms, and Tchaikovsky.
    - **Listening Exercise**: Play excerpts from Tchaikovsky's *Swan Lake* or Chopin's *Nocturnes*. Discuss how the music reflects the emotional and cultural climate of the 19th century.
    - **Reading Assignment**: Students will read an article or textbook chapter about the Romantic period and complete a set of questions about the period's musical characteristics.
2. **Impressionism and Modernism**:
    - **Impressionism**: Discuss composers like Debussy and Ravel, who embraced new harmonic languages and unconventional scales (e.g., the whole-tone scale).
    - **Modernism**: Introduce the early 20th-century modernist movements, focusing on composers like Stravinsky (with *The Rite of Spring*) and Schoenberg (with twelve-tone technique).
    - **Listening Activity**: Students will listen to *Clair de Lune* by Debussy and *The Rite of Spring* by Stravinsky. Students will compare the two pieces, noting the contrasting approaches to tonality and rhythm.
    - **Discussion**: What is the role of new technology and world events (e.g., World War I) in shaping musical styles? Students will discuss how composers responded to the changing world around them.
3. **Popular Music in the 20th and 21st Centuries**:

- **Development of Popular Music**: Discuss the rise of jazz, rock, electronic music, and hip-hop. Focus on iconic figures such as Louis Armstrong, The Beatles, and Beyoncé.
- **Key Movements**: Students will explore how popular music genres have evolved over time and how technological advancements (e.g., recording techniques, electronic instruments) have influenced the sound of music.
- **Group Project**: In groups, students will choose a genre from the 20th or 21st century to research. They will prepare a presentation on its history, key figures, and influence on contemporary music. Presentations will include audio samples and visuals.

4. **Assessment**:
    - **Music History Quiz**: A quiz on the key composers, styles, and events from the Romantic period through to modern times. Students will demonstrate their understanding of the cultural contexts, musical forms, and major works discussed in class.
    - **Written Reflection**: Students will write a brief reflection on the evolution of music from the Romantic period to the present, emphasizing how societal changes influenced musical trends.

Unit 2: Music Transcription / Piano Roll Project (Weeks 5-8)

Objective: Students will learn how to transcribe traditional sheet music into a digital format using Logic Pro. They will focus on converting piano sheet music into piano rolls and MIDI data, which will give them an understanding of how digital tools can represent traditional notation.

Standards Addressed:

- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 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.

Activities:

1. **Introduction to Transcription**:
    - **Understanding Sheet Music**: Teach students the basics of reading and interpreting sheet music, focusing on piano notation. Discuss rhythm, melody, harmony, and other musical elements present in the music.
    - **Transcription Exercise**: Students will select a short piano piece (e.g., Beethoven's *Ode to Joy*) and transcribe it by hand into a digital format using **Logic Pro**.
2. **Using Logic Pro for Music Transcription**:
    - **Introduction to MIDI and Piano Rolls**: Teach students how to use MIDI functionality in Logic Pro to input their transcribed music. They will learn how to create piano rolls and adjust note lengths, velocities, and pitch using digital tools.
    - **Piano Roll Editing**: Students will work with the piano roll view to adjust and correct their transcriptions. They will learn how to quantize rhythms, fix errors, and use MIDI effects to enhance the digital version of their piece.
    - **Recording and Playback**: Students will practice recording the piano parts on a MIDI keyboard and compare their recorded version to the original notation. They will adjust the timing and dynamics in the digital version.
3. **Processing and Refining the Transcription**:
    - **Enhancing the Music**: Once students are comfortable with the basics of transcription, they will experiment with adding additional instruments or effects to the MIDI version of the transcribed piece. This may include adding strings, percussion, or other virtual instruments to bring the transcription to life.
    - **Final Project**: Students will finalize their piano roll projects, ensuring the music matches the original sheet music and is properly structured in Logic Pro.
4. **Assessment**:

- **Music Transcription Project**: Students will submit their completed transcriptions in Logic Pro, demonstrating their understanding of music notation, MIDI processing, and digital editing.
- **Reflection**: Students will reflect on the process of converting sheet music to a digital format, noting the challenges of transcription and the advantages of using music production software.

Unit 3: Original Composition Project (Weeks 9-13)

Objective: Students will compose an original piece of music using Logic Pro, applying music theory concepts, digital music tools, and their creativity. They will learn how to structure a song, compose different sections, and use virtual instruments to create a cohesive musical work.

Standards Addressed:

- 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.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, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Activities:

1. **Introduction to Music Composition**:
    - **Song Structure**: Teach students basic song structures (e.g., verse-chorus, Binary, ABA, etc). Discuss common elements of popular songs, such as intros, bridges, and outros.
    - **Choosing a Genre**: Students will choose a genre for their composition (e.g., pop, rock, classical, electronic) and create a musical concept based on that genre's conventions.
2. **Composition Process**:
    - **Writing the Melody**: Students will begin by composing a melody for their piece. They will build upon their previous knowledge of the piano roll and using MIDI keyboards to experiment with different chord progressions and virtual instruments in Logic Pro to build the arrangement.
    - **Adding Harmony and Rhythm**: After creating the melody, students will add harmony (e.g., chords) and rhythm (e.g., drums, bass) to flesh out their composition. They will learn how to create musical contrasts between sections (e.g., quieter verse, louder chorus) using Automation.
3. **Using Logic Pro to Enhance the Composition**:
    - **Virtual Instruments**: Students will experiment with various virtual instruments in Logic Pro (e.g., piano, strings, synths, drums) to add texture to their composition.
    - **Effects and Mixing**: Students will learn basic mixing techniques, including adjusting volume levels, panning, and adding effects (e.g., reverb, EQ) to their tracks.

4. **Finalizing the Composition**:
    - **Refining the Song**: Students will refine their compositions by adjusting structure, instrumentation, and dynamics. They will ensure the song flows naturally and has a clear form.
    - **Presentation**: Students will prepare a final version of their composition and present it to the class.
5. **Assessment**:
    - **Original Composition Project**: Students will submit their final compositions, demonstrating creativity, use of digital tools, and attention to musical form.
    - **Reflection**: Students will write a reflection on their composition process, including challenges they faced and how they overcame them.

End-of-Course Reflection:

At the end of the trimester, students will reflect on their learning journey throughout the course. They will discuss how they developed their skills in music history, transcription, and composition. They will also reflect on their use of technology in music creation and how it enhanced their understanding and creative process.

Strategies for Modifying the General Music Curriculum for Special Education (Grades 6-8)

1. Differentiating Instruction:

- Visual Aids: Use charts, diagrams, and color-coding for music notation and concepts.
- Technology: Utilize music apps and software (e.g., GarageBand, SmartMusic) for interactive learning.
- Scaffold Instruction: Break tasks into smaller steps and provide extra time for completion.

2. Flexible Learning Environment:

- Flexible Grouping: Pair students with peers of varying abilities for collaboration.
- Sensory Tools: Provide fidget toys, noise-canceling headphones, or other tools to support focus.
- Movement: Incorporate physical activities (e.g., clapping, dancing) to reinforce rhythm.

3. Adapting Content and Materials:

- Simplified Content: Provide shorter readings, video explanations, and audio samples.
- Alternative Assessments: Allow oral presentations, video projects, or digital tools to demonstrate learning.
- Peer Support: Encourage peer mentoring and collaborative projects.

4. Supporting Physical or Sensory Impairments:

- Modified Instruments: Use adaptive tools for students with motor disabilities (e.g., larger mallets).
- Tactile Feedback: Offer Braille music or tactile instruments for visually impaired students.
- Amplification: Provide sound amplification for students with hearing impairments.

5. Emotional and Behavioral Support:

- Clear Routines: Establish predictable schedules and expectations.
- Safe Space: Provide a designated quiet area for students to regulate.
- Positive Reinforcement: Offer praise for effort and engagement to boost confidence.

6. Universal Design for Learning (UDL):

- Multiple Formats: Present information through videos, audio, and interactive tools.
- Flexible Expression: Allow students to show their learning through different media (e.g., music creation, oral presentations).
- Engagement Options: Provide varied activities to maintain student interest and participation.