



Visual and Performing Arts - Music
Grades 9 - 12
Music Perspectives

Dr. Mark Toback, Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:		Music 9-12 Music Perspectives
Unit Plan Title:		The basic elements of music (Unit 1)
Time Frame		14 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

NJSLS Visual and Performing Arts

- Media Arts (Standard 1.2)
 - Anchor Standards 1, 2, 4, 5, 7, 10
- Music Composition and Theory (Standard 1.3B)
 - Anchor Standards 1, 2, 4, 5, 7, 10
- Music Ensembles (Standard 1.3C)
 - Anchor Standards 1, 2, 4, 5, 7, 10
- Music Harmonizing Instruments (Standard 1.3D)
 - Anchor Standards 1, 2, 4, 5, 7, 10
- Music Technology (Standard 1.3E)
 - Anchor Standards 1, 2, 4, 7, 10
 -

NJSLS Career Readiness, Life Literacies, and Key Skills

- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)

NJSLS English Language Arts

- Integration of Knowledge and Ideas

Unit Summary

Students will learn about the basics and development of music. Students will improve their listening skills through a brief overview of the major composers and their music, through class lectures, listening to musical examples, reading handouts, actively engaging in class discussions, and completing projects and papers pertinent to the course material.

Standard Number(s)

- **Media Arts (Standard 1.2)**
 - **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
 - **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.
 - **1.2.12adv.Cr1c:** Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
 - **1.2.12acc.Pr4a:** Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.
 - **1.2.12prof.Pr5a:** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
 - **1.2.12prof.Pr5b:** Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
 - **1.2.12acc.Pr5c:** Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
 - **1.2.12adv.Pr5a:** Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
 - **1.2.12prof.Re7a:** Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

- **Music Composition and Theory (Standard 1.3B)**

- **1.3B.12prof.Cr1a:** Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- **1.3B.12prof.Cr2a:** Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- **1.3B.12prof.Pr4a:** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- **1.3B.12prof.Pr4c:** Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- **1.3B.12acc.Pr4a:** Identify and select specific passages, sections or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., binary, ternary, rondo) or moderately complex forms.
- **1.3B.12prof.Pr5b:** Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
- **1.3B.12acc.Pr5b:** Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
- **1.3B.12adv.Re7a:** Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
- **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

- **Music Ensemble (Standard 1.3C)**

- **1.3C.12adv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.
- **1.3C.12nov.Cr2a:** Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- **1.3C.12acc.Cr2a:** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
- **1.3C.12adv.Cr2a:** Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
- **1.3C.12nov.Pr4c:** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- **1.3C.12acc.Pr4c:** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- **1.3C.12nov.Pr5a:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- **1.3C.12nov.Re7b:** Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
- **1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.
- **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

- **Music Harmonizing (Standard 1.3D)**

- **1.3D.12nov.Cr1a:** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- **1.3D.12adv.Cr1a:** Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
- **1.3D.12nov.Cr2a:** Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
- **1.3D.12nov.Pr4a:** Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
- **1.3D.12nov.Pr4b:** Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
- **1.3D.12nov.Pr5a:** Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
- **1.3D.12nov.Re7a:** Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.

- **1.3D.12nov.Re7b:** Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
- **Music Harmonizing (Standard 1.3D) - cont'd**
 - **1.3D.12int.Re7a:** Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
 - **1.3D.12int.Re7b:** Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
 - **1.3D.12nov.Cr1a:** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Music Ensemble (Standard 1.3C)**
 - **1.3Cadv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.
 - **1.3C.12nov.Cr2a:** Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
 - **1.3C.12acc.Cr2a:** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
 - **1.3C.12adv.Cr2a:** Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
 - **1.3C.12nov.Pr4c:** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
 - **1.3C.12acc.Pr4c:** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
 - **1.3C.12nov.Pr5a:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
 - **1.3C.12nov.Re7b:** Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
 - **1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- **Music Technology (Standard 1.3C)**
 - **1.3E.12adv.Pr4a:** Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.
 - **1.3E.12adv.Pr4c:** Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.
 - **1.3E.12prof.Re7a:** Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
 - **1.3E.12adv.Re7a:** Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Career Awareness, Exploration, Preparation, and Training (Standard 9.2)**
 - **9.2.12.CAP.2:** Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- **Life Literacies and Key Skills (Standard 9.4)**
 - **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.
 - **9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition.
 - **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice.
 - **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- **NJSLS ELA - Integration of Knowledge and Ideas**
 - **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **RL.11-12.9.** Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Essential Question(s)

- What are the essential elements of music?
- How does music differ between cultures throughout the world?
- What are some similar traits of music throughout the world?
- What does music mean to you?

Enduring Understandings

- Students will be able to identify basic musical textures.
- Students will be able to identify the eras of western music history.
- Students will be able to identify traditional instruments in Western music culture.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Indicate whether these skills are E - Encouraged, T - Taught, or A - Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	T, A	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/students will understand)

- Identify various textures within music.
- Identify the different eras of music history in western culture.
- Identify traditional musical instruments.
- Define key musical terms.

Assessments (Pre, formative, summative, other) Denote required common assessments with an *

- Formative
- Summative
- Chapter Tests
- Final test

Teaching and Learning Activities

Activities

- The use of recordings pertaining to topics discussed.
- Lectures.
- Demonstrations.
- Student participation.

	<ul style="list-style-type: none"> • Worksheets addressing each topic discussed. • Student participation. • Create your own beat • Book Lessons
Differentiation Strategies	<ul style="list-style-type: none"> • Students will be afforded extra time to complete projects as necessary • Student assignment will be assessed according to ability and experience. • Strategize flexible groups based on formative assessment or student choice. • 1:1 conferring with teacher. • Choice of narrative or persuasive text composition. • Differentiate checklists and rubrics (if appropriate) • Differentiation Strategies for Special Educaon Students • Differentiation Strategies for Gied and Talented Students • Differentiation Strategies for ELL Students • Differenaon Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> • Internet • Iphone/Ipod • Audio/Video Recordings • Piano/MIDI Controller • Logic X/Garageband Software • Textbook <ul style="list-style-type: none"> ○ “The Enjoyment of Music” by J. Machlis and K. Forney 	

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:		Music 9-12 Music Perspectives
Unit Plan Title:		The Development of Music/Medieval to Baroque (Unit 2)
Time Frame		13 weeks

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- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)

Unit Summary

Students will learn about the basics and development of music from the Medieval period to the Baroque period. Students will improve their listening skills through a brief overview of the major composers and their music, through class lectures, listening to musical examples, reading handouts, actively engaging in class discussion, and completing projects and papers pertinent to the course material.

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- **Music Composition and Theory (Standard 1.3B) - cont'd**
 - **1.3B.12prof.Pr4a:** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
 - **1.3B.12prof.Pr4c:** Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
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 - **1.3B.12prof.Pr5b:** Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
 - **1.3B.12acc.Pr5b:** Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
 - **1.3B.12adv.Re7a:** Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Music Ensemble (Standard 1.3C)**
 - **1.3Cadv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.
 - **1.3C.12nov.Cr2a:** Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
 - **1.3C.12acc.Cr2a:** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
 - **1.3C.12adv.Cr2a:** Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
 - **1.3C.12nov.Pr4c:** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
 - **1.3C.12acc.Pr4c:** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
 - **1.3C.12nov.Pr5a:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
 - **1.3C.12nov.Re7b:** Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
 - **1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- **Music Harmonizing (Standard 1.3D)**
 - **1.3D.12nov.Cr1a:** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
 - **1.3D.12adv.Cr1a:** Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
 - **1.3D.12nov.Cr2a:** Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
 - **1.3D.12nov.Pr4a:** Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
 - **1.3D.12nov.Pr4b:** Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
 - **1.3D.12nov.Pr5a:** Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
 - **1.3D.12nov.Re7a:** Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.

- **1.3D.12nov.Re7b:** Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
- **1.3D.12int.Re7a:** Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- **1.3D.12int.Re7b:** Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
- **Music Harmonizing (Standard 1.3D) - cont'd**
 - **1.3D.12nov.Cr1a:** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Music Ensemble (Standard 1.3C)**
 - **1.3Cadv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.
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 - **1.3C.12acc.Cr2a:** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
 - **1.3C.12adv.Cr2a:** Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
 - **1.3C.12nov.Pr4c:** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
 - **1.3C.12acc.Pr4c:** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
 - **1.3C.12nov.Pr5a:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
 - **1.3C.12nov.Re7b:** Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
 - **1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- **Music Technology (Standard 1.3C)**
 - **1.3E.12adv.Pr4a:** Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.
 - **1.3E.12adv.Pr4c:** Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.
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 - **1.3E.12adv.Re7a:** Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Career Awareness, Exploration, Preparation, and Training (Standard 9.2)**
 - **9.2.12.CAP.2:** Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- **Life Literacies and Key Skills (Standard 9.4)**
 - **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.
 - **9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition.
 - **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice.
 - **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Essential Question(s)

- How did music evolve from the medieval period through the baroque?
- What are some compositional traits used in music of the Renaissance?
- What are some traits that describe opera?

Enduring Understandings

- Students will be able to identify music by era.
- Students will be able to identify music by genre and texture.
- Students will be able to distinguish between opera, oratorio and a musical.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Indicate whether these skills are E - Encouraged, T - Taught, or A - Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	T, A	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/students will understand)

- Basic aspects of Gregorian Chant.
- Differences between Opera and Oratorio.
- Techniques used in Renaissance music.

Assessments (Pre, formative, summative, other) Denote required common assessments with an *

- Formative
- Summative
- Chapter Tests
- Final test

Teaching and Learning Activities

Activities

- The use of recordings pertaining to topics discussed.
- Lectures.
- Demonstrations.
- Student participation.
- Worksheets addressing each topic discussed.
- Student participation.
- [Artist/Song Presentations](#)
- [Book Lessons](#)

Differentiation Strategies

- Music will be selected in accordance to student playing level and experience.
- Exercises will be selected to address individual student needs.
- Strategize flexible groups based on formative assessment or student choice.
- 1:1 conferring with the teacher.
- Choice of narrative or persuasive text composition.
- Differentiate checklists and rubrics (if appropriate)

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- Internet
- iPhone/Ipod
- Audio/Video Recordings
- Piano/MIDI Controller
- Logic X/Garageband Software
- Textbook
 - “The Enjoyment of Music” by J. Machlis and K. Forney

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Unit Plan Title:		The Development of Music/Classical to Contemporary (Unit 3)
Time Frame		13 weeks

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Students will learn about the basics and development of music from the Medieval period to the Baroque period. Students will improve their listening skills through a brief overview of the major composers and their music, through class lectures, listening to musical examples, reading handouts, actively engaging in class discussion, and completing projects and papers pertinent to the course material.

Standard Number(s)

- **Media Arts (Standard 1.2)**
 - **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
 - **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.
 - **1.2.12adv.Cr1c:** Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
 - **1.2.12acc.Pr4a:** Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.
 - **1.2.12prof.Pr5a:** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
 - **1.2.12prof.Pr5b:** Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
 - **1.2.12acc.Pr5c:** Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
 - **1.2.12adv.Pr5a:** Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
 - **1.2.12prof.Re7a:** Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

- **Music Composition and Theory (Standard 1.3B)**
 - **1.3B.12prof.Cr1a:** Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
 - **1.3B.12prof.Cr2a:** Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- **Music Composition and Theory (Standard 1.3B) - cont'd**
 - **1.3B.12prof.Pr4a:** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
 - **1.3B.12prof.Pr4c:** Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
 - **1.3B.12acc.Pr4a:** Identify and select specific passages, sections or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., binary, ternary, rondo) or moderately complex forms.
 - **1.3B.12prof.Pr5b:** Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
 - **1.3B.12acc.Pr5b:** Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
 - **1.3B.12adv.Re7a:** Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Music Ensemble (Standard 1.3C)**
 - **1.3Cadv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.
 - **1.3C.12nov.Cr2a:** Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
 - **1.3C.12acc.Cr2a:** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
 - **1.3C.12adv.Cr2a:** Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
 - **1.3C.12nov.Pr4c:** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
 - **1.3C.12acc.Pr4c:** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
 - **1.3C.12nov.Pr5a:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
 - **1.3C.12nov.Re7b:** Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
 - **1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- **Music Harmonizing (Standard 1.3D)**
 - **1.3D.12nov.Cr1a:** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
 - **1.3D.12adv.Cr1a:** Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
 - **1.3D.12nov.Cr2a:** Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
 - **1.3D.12nov.Pr4a:** Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
 - **1.3D.12nov.Pr4b:** Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
 - **1.3D.12nov.Pr5a:** Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
 - **1.3D.12nov.Re7a:** Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.

- **1.3D.12nov.Re7b:** Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
- **1.3D.12int.Re7a:** Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- **1.3D.12int.Re7b:** Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
- **Music Harmonizing (Standard 1.3D) - cont'd**
 - **1.3D.12nov.Cr1a:** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Music Ensemble (Standard 1.3C)**
 - **1.3Cadv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.
 - **1.3C.12nov.Cr2a:** Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
 - **1.3C.12acc.Cr2a:** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
 - **1.3C.12adv.Cr2a:** Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
 - **1.3C.12nov.Pr4c:** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
 - **1.3C.12acc.Pr4c:** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
 - **1.3C.12nov.Pr5a:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
 - **1.3C.12nov.Re7b:** Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
 - **1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- **Music Technology (Standard 1.3C)**
 - **1.3E.12adv.Pr4a:** Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.
 - **1.3E.12adv.Pr4c:** Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.
 - **1.3E.12prof.Re7a:** Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
 - **1.3E.12adv.Re7a:** Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
 - **1.3B.12prof.Cn10a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Career Awareness, Exploration, Preparation, and Training (Standard 9.2)**
 - **9.2.12.CAP.2:** Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- **Life Literacies and Key Skills (Standard 9.4)**
 - **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities.
 - **9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition.
 - **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice.
 - **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Essential Question(s)

- What is a symphony?
- What is the sonata-allegro form?
- How did music evolve from the classical period through the 21st Century?

Enduring Understandings

- Students will understand how music evolved over the centuries.
- Students will understand the key components of a symphony.
- Students will understand key musical terms.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Indicate whether these skills are E - Encouraged, T - Taught, or A - Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	T, A	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/students will understand)

- The typical structure of a symphony.
- Facts about influential composers of western culture.
- The parts of sonata-allegro form

Assessments (Pre, formative, summative, other) Denote required common assessments with an *

- Formative
- Summative
- Chapter Tests
- Final test

Teaching and Learning Activities

Activities

- The use of recordings pertaining to topics discussed.
- Lectures.
- Demonstrations.
- Student participation.
- Worksheets addressing each topic discussed.
- Student participation.
- [Podcast/Radio Show Project](#)
- [Book Lessons](#)

Differentiation Strategies

- Music will be selected in accordance to student playing level and experience.
- Exercises will be selected to address individual student needs.
- Strategize flexible groups based on formative assessment or student choice.
- 1:1 conferring with the teacher.
- Choice of narrative or persuasive text composition.
- Differentiate checklists and rubrics (if appropriate)

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- Internet
- iPhone/Ipod
- Audio/Video Recordings
- Piano/MIDI Controller
- Logic X/Garageband Software
- Textbook
 - “The Enjoyment of Music” by J. Machlis and K. Forney