

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

General Music

Curriculum writing committee:

Tina Reece

Laura Curchoe

Grade Level: 7

Date of Board Approval: __2021_____

Example of course weighting to be listed on each curriculum and uniform throughout the district.

Example only: Course Weighting: Algebra 1

| | |
|----------------------------|-------------|
| Tests/Projects | 40% |
| Class Participation | 30% |
| Homework/Classwork | 20% |
| Listening Journal | 10% |
| Total | 100% |

Curriculum Map

Overview:

Students will begin with a review of the major events, composers, and techniques of the Medieval and Renaissance periods, as introduced in 6th grade general music. They will then progress through the Baroque, Classical, and Romantic periods, identifying both the technical and expressive qualities in various pieces, as well as comparing and contrasting works of differing periods. A review of basic music elements and notation will be incorporated and advanced throughout the course to ensure that students have a strong understanding. Several composition projects will help to reinforce and expand upon the material. Students will then explore the music of the early 1900s, including early American folk music, and learn the basic skills necessary for playing the guitar.

Goals:

- Students will learn how to properly notate music
- Students will learn the impact that different elements of music make on the compositions
- Students will learn about cultural and historical applications of various time periods
- Students will learn more advanced composition techniques than in previous general music classes.
- Students will learn proper techniques and criteria for rehearsal and performance
- Students will learn how to create more advanced melodic and harmonic phrases
- Students will learn about form and be able to identify different sections of music
- Students will become familiar with the different genres of various time periods
- Students will understand the relationship between the arts and other disciplines
- Students will learn about different interpretations and expression in music
- Students will critically analyze music of various geographical regions
- Students will learn applicable vocabulary

- Students will become familiar with basic guitar skills including proper technique and chords
- Students will learn how to properly play, store and maintain classroom instruments

Big Ideas:

Big Idea #1: Artists use tools and resources as well as their own experiences and skills to create art.

Big Idea #2: Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Big Idea #3: There are formal and informal processes used to assess the quality of works in the arts.

Big Idea #4: People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Textbook and Supplemental Resources:

- Audio or Video Examples
- Hal Leonard Guitar Book 1
- Visual aids for reinforcement
- Music composition software such as beepbox or chrome songmaker
- Guitars, picks and other necessary accessories for maintenance

Curriculum Plan

Time/Days 10

Unit 1: The Baroque Period

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.G; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D
- **Anchor:** MU:Cr1.1.7; MU:Cr2.1.7; MU:Cr3.2.7; MU:Pr4.1.7; MU:Pr4.2.7; MU:Pr4.3.7; MU:Pr5.1.7; MU:Pr6.1.7; MU:Re7.2.7; MU:Re8.1.7; MU:Re9.1.7; MU:Cn10.1.7; MU:Cn11.1.7
- **Eligible Content:**

Who were the major composers during this period?
What instruments were popular during this period?
What genres of music were popular during this period?
How did the beliefs and culture of the time affect the music?
How did music evolve during this time?
In what ways is the music of this period the same as those before? In what ways is it different?
What elements and techniques are present in this period?

Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the Baroque period. (DOK Level 3)
- Students will create an original composition using their knowledge of the historical and cultural significance of music of the Baroque period. (DOK Level 4)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- Review how to properly notate music.
- Review how to read and write rhythm and meter
- Review the elements of music: pitch, timbre, texture, dynamics, rhythm, form, harmony and style
- Review note names
- Review and/or introduce relevant vocabulary
- Introduce major composers of the Baroque era including, Vivaldi, Handel, Monteverdi and J.S. Bach.
- Introduce changes in music notation, including bar lines to indicate measures
- Introduce opera as a genre (“L’Orfeo”)
- Review/Introduce popular instruments of the Baroque period, including the string family, organ/harpsichord, flute/oboe/bassoon, and timpani
- Discuss/demonstrate/compose/perform the important genres of the time, including concertos, oratorios, and fugues
- Introduce the popular techniques of unity of mood, repeated rhythmic patterns and melodies (3 Movement template fast-slow-fastest)

- Discuss/demonstrate/compose/perform various Baroque period composition techniques, including contrasting emotions and dynamics for dramatic effect, and the inclusion of various types of instruments
- Analyze the musical elements of Baroque music, and compare it to the music of the Medieval and Renaissance periods, with corresponding music vocabulary, using audio/visual examples.

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
 - Group Activities and Games
- **Formative:**
 - Daily review of prior concepts
 - Think Pair Share
- **Summative:**
 - Composition project
 - Written quiz on the Baroque period

Time/Days 8

Unit 2: The Classical Period

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.G; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D
- **Anchors:** MU:Cr1.1.7; MU:Cr2.1.7; MU:Cr3.2.7; MU:Pr4.1.7; MU:Pr4.2.7; MU:Pr4.3.7; MU:Pr5.1.7; MU:Pr6.1.7; MU:Re7.2.7; MU:Re8.1.7; MU:Re9.1.7; MU:Cn10.1.7; MU:Cn11.1.7
- **Eligible Content:**
 - Who were the major composers during this period?
 - What instruments were popular during this period?
 - What genres of music were popular during this period?
 - How did the beliefs and culture of the time affect the music?
 - How did music evolve during this time?

In what ways is the music of this period the same as those before? In what ways is it different?

What elements and techniques are present in this period?

Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the Classical period. (DOK Level 3)
- Students will create an original composition using their knowledge of the historical and cultural significance of music of the Classical period. (DOK Level 4)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- Review and/or introduce relevant vocabulary
- Introduce important genres of the Classical period, including concerto, sonata, and symphony
- Discuss compositions techniques that were common during the Classical period including balance, contrasts of mood, major and minor tonalities, rhythmic and melodic variety.
- Discuss changes in the orchestra and compare it with the orchestra of the Baroque Period.
- Discuss/demonstrate/compose/perform various musical forms, including Binary Form, Ternary Form (ABA), Rondo form, Theme and Variations form and Sonata Form.
- Introduce important composers of the Classical period, including Haydn and Mozart.
- Discuss the rise in popularity of the piano and compare it with its predecessor, the harpsichord.
- Discuss the four instrument families used in the symphony orchestra

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
 - Group Activities and Games

- **Formative:**
 - Daily review of prior concepts
 - Think Pair Share
- **Summative:**
 - Composition project
 - Written quiz on the Classical period

Time/Days: 7

Unit 3: The Romantic Period

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.G; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D
- **Anchors:** MU:Cr1.1.7; MU:Cr2.1.7; MU:Cr3.2.7; MU:Pr4.1.7; MU:Pr4.2.7; MU:Pr4.3.7; MU:Pr5.1.7; MU:Pr6.1.7; MU:Re7.2.7; MU:Re8.1.7; MU:Re9.1.7; MU:Cn10.1.7; MU:Cn11.1.7
- **Eligible Content:**
 - Who were the major composers during this period?
 - What instruments were popular during this period?
 - What genres of music were popular during this period?
 - How did the beliefs and culture of the time affect the music?
 - How did music evolve during this time?
 - In what ways is the music of this period the same as those before? In what ways is it different?
 - What elements and techniques are present in this period?

Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the Romantic period. (DOK Level 3)

- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- Review and/or introduce relevant vocabulary
- Review/ introduction of elements of acting/theater
- Introduce/discuss/perform/compose Program Music
- Introduce Beethoven as a bridge from the Classical to the Romantic Era
- Discuss common elements used in compositions during the Romantic Era including freedom from the limitations common in the Classical period, expressive tone color, deeper meaning, the use of contrast in dynamics, tempo and pitch.
- Discuss changes in the orchestra and compare it with the orchestra of the Baroque and Classical Periods.
- Introduce important composers of the period including Chopin, Clara Schumann and Robert Schumann
- Listen to various examples of Program music and demonstrate beliefs about the composer's intended narrative.

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Rubrics
- Program Music Composition Project
 - Choose or create a poem, narrative or other non-music subject matter and use software such as beepbox or Chrome songmaker to create a Program Music composition.
- Self/Group assessments

Unit 4: Introduction to Guitar

Standards (by number): 9.1.8.C; 9.1.8.G; 9.1.8.H

Anchors: MU:Cr1.1.7; MU:Pr4.3.7; MU:Pr6.1.7; MU:Cn10.1.7; MU:Cn11.1.7

Eligible Content:

How do I hold, strum, pluck, and produce a strong sound on the guitar?

How do I read guitar chord charts?

How do I read music written for the guitar?

What kind of work goes into learning an instrument for a performance?

Objectives:

- Students will be able to accurately identify guitar chords. (DOK Level 1)
- Students will identify patterns to ensure quicker switch time between chords. (DOK Level 2)
- Students will be able to identify all the notes of a G scale
- Students will be able to pluck out individual melodies for these notes
- Students will be able to accurately assess themselves and a partner on the necessary elements needed to perform on the playing test. (DOK Level 3)
- Students will apply the knowledge regarding basic guitar techniques to effectively perform six chords and a song on the guitar. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Review the concept of major and minor tonality in chords
- Review music notation
- Review rehearsal methods and processes
- Introduce correct strumming technique
- Introduce how to read a guitar chord chart and sheet music for the guitar
- Introduce six chords
- Introduce how to effectively switch from one chord to the next while maintaining a steady beat.

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning

Formative:

- Daily review of prior concepts

Summative:

- Playing Test
 - Students will be asked to play each of the six chords, as well as the song of their choice
 - Students will be evaluated on their technique, tone production, chords, and steady beat

Time/Days 10

Unit 5: Music of the Early 1900's

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.G; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D
- **Anchors:** MU:Cr1.1.7; MU:Cr2.1.7; MU:Cr3.2.7; MU:Pr4.1.7; MU:Pr4.2.7; MU:Pr4.3.7; MU:Pr5.1.7; MU:Pr6.1.7; MU:Re7.2.7; MU:Re8.1.7; MU:Re9.1.7; MU:Cn10.1.7; MU:Cn11.1.7
- **Eligible Content:**
 - Who were the major composers during this period?
 - What instruments were popular during this period?
 - What genres of music were popular during this period?
 - How did the beliefs and culture of the time affect the music?
 - How did music evolve during this time?
 - In what ways is the music of this period the same as those before? In what ways is it different?
 - What elements and techniques are present in this period?

Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)

- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the Early 1900's. (DOK Level 3)
- Students will create an original project using their knowledge of the historical and cultural significance of music of all five significant time periods. (DOK Level 4)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- Review the lyrics, melody and history of patriotic songs including “The Star-Spangled Banner” and “America the Beautiful”
- Introduce the concept of Nationalism
- Introduce the concept of Impressionism
- Introduce important composers of the time period including Aaron Copland and Steven Foster
- Discuss/Analyze/Perform American Folk Songs

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Rubrics
- Composition Project
 - Compose an original Folk song using the elements discussed
 - Compose a basic accompaniment using the guitar chords learned
 - Rehearse and perform composition
- Self/Group Assessments

Checklist to Complete and Submit:

(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name: John Staub

Second Reader/Reviewer Signature: John Staub

Date: 7/1/21

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>