



GENERAL MUSIC GRADES 6, 7, 8 CURRICULUM

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Born On Date: January 22, 2015

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210
CURRICULUM GUIDE

DISCIPLINE: Arts Standards GRADE LEVEL/COURSE: 6th Grade/ General Music

Anchor Standard	Essential Questions/Statements	Activities including Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time frame
MU:Cr2.1.6b MU:Cr3.1.6a,b MU:Pr4.2.6a,b MU:Pr4.3.6	How do the elements of Music work together?	-Take notes from powerpoint -Worksheets on adding note values -Clef games -Write rhythms of varying complexity -Play rhythms of varying complexity -Create game to represent and/or teach an element of students choice. <i>*Printed notes for individuals to copy</i> <i>*Simpler rhythms to play</i> <i>*Less advanced pitch identification</i> <i>*Easier worksheets</i>	Math-fractions Art- drawing, creating	9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2	Rhythm Challenge; Dynamic integration; Pitch	Elements of Music Foldable; Powerpoint; percussion instruments; worksheets	9 weeks
MU:Re7.1.6a MU:Re7.2.6a,b MU:Re8.1.6 MU:Re9.1.6	Musical Passport- What genres are from where in the world and how can we tell them apart?	-Read historical and musical info on each genre -Listen to music from each genre -Sing songs from/related to genre -Observe and respond to music from each genre in passport both specific and general observations -Add sticker to map from where in the world we are listening <i>*Review elements vocabulary</i> <i>*Go through elements individually</i> <i>*Remind them of pages with definitions and explanations</i>	Language Arts- writing opinion, technical using language in writing, writing about details Social Studies- use of maps, talk of history of regions	9.1.8.D.4	Passport pages- beginning to end	Musical Passport; Musical selections from around the world	9 weeks

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MU:Re7.1.6	How does bullying affect me? How does bullying affect others?	-Watch movie -Fill out worksheet -Talk about bullying *Read directions to individual students	Bullying: how to identify it in others and oneself	9.1.8.C.1 9.1.8.B.1 9.1.8.A.1 9.1.8.A.5	B&B worksheet	Beauty & the Beast worksheet and video	1 day
Anchor Standards: Cr1- Generate and conceptualize artistic ideas and work. Cr2- Organize and develop artistic ideas and work. Cr3- Refine and complete artistic work. Pr4- Select, analyze, and interpret artistic work for presentation. Pr5- Develop and refine artistic techniques and work for presentation. Pr6- Convey meaning through the presentation of artistic work. Re7- Perceive and analyze artistic work. Re8- Interpret intent and meaning in artistic work. Re9- Apply criteria to evaluate artistic work. Cn10- Synthesize and relate knowledge and personal experiences to make art. Cn11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							

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DISCIPLINE: Arts Standards GRADE LEVEL/COURSE: 7th Grade/ General Music

Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Inter-disciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Time frame
MU:Cr2.1.6b MU:Cr3.1.6a,b MU:Pr4.2.6a,b MU:Pr4.3.6	How do the elements of Music work together?	-Take notes from powerpoint -Worksheets on adding note values -Clef games -Write rhythms of varying complexity -Play rhythms of varying complexity -Create game to represent and/or teach an element of students choice. <i>*Printed notes for individuals to copy</i> <i>*Simpler rhythms to play</i> <i>*Less advanced pitch identification</i> <i>*Easier worksheets</i>	Math-fractions Art- drawing	9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2	Rhythm Challenge; Dynamic integration; Pitch; Self assessment; Teacher observation	Elements of Music Foldable; Powerpoint; percussion instruments; Sheet Music; teacher observation; self assessment	9 weeks
MU:Pr4.2.7 MU:Re7.2.7b	What is an opera? What parts make up an opera? How do they work together?	- Watch operas - Read about history of opera - Create ideas for costumes and sets <i>*Read directions to individuals</i> <i>*Explain definitions in several ways to individual students</i>	Art- Period History Social Studies- history and geography Language Arts- writing opinion, technical using language in writing, writing about details	9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.2 9.1.8.D.4	Self assessment; Teacher observation; Opera packet	Three Videos; Sheet music; self one	3 weeks

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MU:Cr2.1.7b MU:Pr4.2.7a,b,c MU:Pr4.3.7 MU:Pr6.1.7a,b	How does one play the piano?	<ul style="list-style-type: none"> - Finger names - Clef reading - Key recognition - Playing music on piano - Include genres in playing <p style="color: red; margin-left: 20px;"> *Printed notes for individuals to copy *Simpler rhythms to play *Less advanced pitch identification *Easier sheet music </p>	Math- fractions	9.1.8.A.1	Teacher Observation; Self-assessment	Piano; iPad; sheet music; theory worksheets;	9 weeks
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MU:Cr2.1.8b MU:Cr3.1.8a,b MU:Pr4.2.8a,b MU:Pr4.3.8	How do the elements of music work together?	-Take notes from powerpoint -Worksheets on adding note values -Clef games -Write rhythms of varying complexity -Play rhythms of varying complexity -Create game to represent and/or teach an element of students choice. *Printed notes for individuals to copy *Simpler rhythms to play *Less advanced pitch identification *Easier worksheets	Math-fractions Art- drawing, creating	9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.2	Rhythm Challenge; Dynamic integration; Pitch	Elements of Music Foldable; Powerpoint; percussion instruments; worksheets	9 weeks
MU:Cr1.1.8 MU:Cr2.1.8 a,b MU:Cr3.1.8 a MU:Cr3.2.8 MU:Pr4.2.8a MU:Pr4.3.8 MU:Pr6.1.8a MU:Re7.2.8a MU:Re9.1.8 MU:Cn10.1.8	How do I create and perform ostinato?	- Learn about ostinatos - Write ostinaos - Perform ostinatos - Observe others performing ostinatos - Write about person experience writing and performing - Write your opinions and observations on others ostinatos and performances "One on one help as needed "Challenge gifted students with complexity	Math- fraction	9.1.8.A.1 9.1.8.A.2 9.1.8.6.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.3 9.1.8.F.1	Performance of piece; Written observations; Written musical work	Elements of Music Foldable; Staff paper; Powerpoint; percussion instruments; worksheets	1 week

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MU:Cr1.1.8 MU:Cr2.1.8 a,b MU:Cr3.1.8 a MU:Cr3.2.8 MU:Pr4.2.8a MU:Pr4.3.8 MU:Pr6.1.8a MU:Re7.2.8a MU:Re9.1.8 MU:Cn10.1.8	How do I create and perform a suite with others?	<ul style="list-style-type: none"> - Learn about suites - Write suites - Perform suites - Observe others performing suites - Write about person experience writing and performing - Write your opinions and observations on others suites and performances <p>*One on one help as needed *Challenge gifted students with complexity</p>	Math- fraction	9.1.8.A.1 9.1.8.A.2 9.1.8.6.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.3 9.1.8.F.1	Performance of piece; Written observations; Written musical work	Elements of Music Foldable; Staff paper; Powerpoint; percussion instruments; worksheets	2 weeks
MU:Cr1.1.8 MU:Cr2.1.8 a,b MU:Cr3.1.8 a MU:Cr3.2.8 MU:Pr4.2.8a MU:Pr4.3.8 MU:Pr6.1.8a MU:Re7.2.8a MU:Re9.1.8 MU:Cn10.1.8	How do I teach others and perform a canon I've created?	<ul style="list-style-type: none"> - Learn about canons - Write canons - Perform canons - Observe others performing canons - Write about person experience writing and performing - Write your opinions and observations on others canons and performances <p>*One on one help as needed *Challenge gifted students with complexity</p>	Math- fraction	9.1.8.A.1 9.1.8.A.2 9.1.8.6.1 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3 9.1.8.D.1 9.1.8.D.3 9.1.8.F.1	Performance of piece; Written observations; Written musical work	Elements of Music Foldable; Staff paper; Powerpoint; percussion instruments; worksheets	2 weeks

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