

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 7 Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence

Content Area	General Music	Course Title/Grade Level:	7th Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Fundamentals of Music Composition (writing and performing music) include diverse composers	4.5 weeks of the marking period
<u>Topic/Unit #2</u>	Music Traditions and Instruments from around the World	4.5 weeks of the marking period
<u>Topic/Unit #3</u>	Playing the Ukulele include music of ethnically diverse artists	3 weeks of the marking period

Topic/Unit 1 Title	Fundamentals of Music Composition (writing and performing music)	Approximate Pacing	4.5 weeks of the marking period
STANDARDS			
NJSLS VPA - Music			
<p>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).</p> <p>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.</p> <p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences</p> <p>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.</p> <p>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.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Activity: Students will analyze text from master composers about best practices in the field of musical composition and create a compilation of practices to share with their peers.</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.</p> <p>Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.</p>	

Technology Standards:		Career Ready Practices:	
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems Activity: Students will select from a variety of digital tools to compose music based on given criteria.		CRP6. Demonstrate creativity and innovation. Activity: In the creation of an original piece of music, creativity and innovation plays a key role in the planning process of creating a piece of music in the creation process and final showcase of the overall musical piece.	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work?			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<i>Students will know:</i> How to apply foundations of music theory in writing their own music compositions		<i>Students will be able to:</i> Create and notate their own basic music compositions	
ASSESSMENT OF LEARNING			
Summative Assessment (Assessment at the end of the learning period)		Tests and Quizzes Projects Presentation of final project Class performances	
Formative Assessments (Ongoing assessments during the learning period to inform instruction)		Class participation Projects Homework Group work Aural/visual assessment and observation	
Alternative Assessments (Any learning activity or assessment)		Projects Group work	

that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Aural/visual assessment and observation Presentation of final project Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: American Popular Music Resource Book by Carson-Dellosa Publishing (or similar book) Music Composition For Dummies by Scott Jarrett	
Supplemental materials: Staff paper Online music composition tools - http://flat.io Musical Scores Flipgrid	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Music Traditions and Instruments from around the World	Approximate Pacing	4.5 weeks of the marking period
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p>Activity: Students will look to past moments in history and how music was used to impact the development of culture.</p>		<p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> <p>Activity: Students will look at musicians around the world and their online/social media presence during our current times and the impact their online and social media presence has on their identities and popularity.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>Activity: Students will look to use reliable accurate web based sources when researching.</p>		<p>CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity.</p> <p>Activity: Students will use recordings to identify and classify world instruments based on aural prompts.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>What are the musical traditions of other cultures?</p>			

<p>How do performers select repertoire? How do musicians make meaningful connections to creating, performing and responding?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: <i>Students learn a dance and play folk music of a specific culture/country on traditional instruments</i> <i>24 different world instruments by ear and identify the origin of the instrument on a world map</i></p>	<p>Students will be able to: Describe the techniques used to build world instruments Perform a dance from another culture Identify world instruments aurally and by classifications</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Tests and Quizzes Projects Presentation of final project Class performances</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Class participation Projects Homework Group work Aural/visual assessment and observation</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Projects Group work Aural/visual assessment and observation Presentation of final project Class performances</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>

RESOURCES

Core instructional materials:

World Instrument Bingo

Musical Instruments of the World: An Illustrated Encyclopedia with more than 4000 original drawings by The Diagram Group

Musical Instruments of the World, Grades 5 - 8 by Mark Ammons

Supplemental materials:

Teacher-made activities, YouTube, Recordings on Spotify, Apple Music, search engines for first source material

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Playing the Ukulele	Approximate Pacing	3 weeks of the marking period
STANDARDS			
NJSLS VPA - Music			
<p>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.</p> <p>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.</p> <p>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.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Activity: Students will evaluate text about master ukulele musicians and compare the different career paths a musician could take in their musical career</p>		<p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>Activity: Students will explore different musical careers including playing the ukulele, and the education, training, and preparation requirements that are needed for pursuing this profession.</p>	

Technology Standards:		Career Ready Practices:	
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems Activity: Students will use a variety of digital tools to assist them in tuning and exploring the performance of a ukulele		CRP2. Apply appropriate academic and technical skills. Activity: Students will demonstrate the performance practices of the ukulele through familiar songs using learned notes and chords	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
How do I perform a popular piece of music on the ukulele? How do we tune our instruments? What would you change in our pieces if you could? What note(s), rhythm(s)? What does it mean to play/sing in tune? How do musicians improve the quality of their performance?			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<i>Students will know:</i> <i>Ukulele music, teaching themselves a familiar song on the ukulele with the help of the instructor and ukulele notation</i>		<i>Students will be able to:</i> Demonstrate different strumming patterns Play C, F, and G7 chords in a piece of music Play familiar tunes using musical notation	
ASSESSMENT OF LEARNING			
Summative Assessment (Assessment at the end of the learning period)		Tests and Quizzes Projects Presentation of final project Class performances	
Formative Assessments (Ongoing assessments during the learning period to inform instruction)		Class participation Projects Homework Group work Aural/visual assessment and observation	
Alternative Assessments (Any learning activity or assessment)		Projects Group work	

that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Aural/visual assessment and observation Presentation of final project Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Hal Leonard Ukulele Method Book 1 Ukulele Tuner Music Stand	
Supplemental materials: Teacher-made activities, youtube videos with modern ukulele players, recordings on Spotify, Apple Music	
Modifications for Learners	
See appendix	