

# Musicianship Overview

Content Area: **Music**  
Course(s): **MUSICIANSHIP**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

This course will provide an opportunity for students to explore and deepen their knowledge of the elements of music in a variety of styles. Topics covered will include standard music notation of melody, rhythm, harmony and expressive elements, key signatures, chord structure and musical form. This course is recommended for those students who perform vocal or instrumental music, for students who desire to improve their musical skills, for students who intend to continue musical study at the college level and for those intending to pursue a music-related career. This course, or successful completion of the final exam, serves as the pre-requisite for AP Music Theory.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

| NJ Student Learning Standards    |   | NJ Student Learning Standards |   | NJ Student Learning Standards                         |   |
|----------------------------------|---|-------------------------------|---|---|---|
| 1. Visual and Performing Arts    | P | 5. Science                    |   | 9. Career Education and Consumer/ Family/ Life Skills | S |
| 2. Health and Physical Education |   | 6. Social Studies             |   |   |   |
| 3. Language Arts Literacy        |   | 7. World Languages            | S |   |   |
| 4. Mathematics                   |   | 8. Technology Literacy        | S |   |   |

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## Textbooks and other resources

### COURSE RESOURCES

Alfred Essentials of Music Theory (online exercises/workbook)

SoundTree Music Technology Lab with Korg Rolad RD-64 Keyboards

Computers with internet access and music software (instructional, music notation and recording software)

## Standards

Students will demonstrate the ability to read, analyze, and harmonize music in major and minor keys (1.1.12.B.2)(M), (1.3.12.B.1)(M). Students will develop aural and vocabulary skills for musical analysis and dictation (1.3.12.B.2)(M), (7.1.NM.A.1)(D), (7.1.NH.A.1)(M). Students will engage in introductory music composition activities, including self- and peer critique. (1.3.12.B.3)(M), (1.3.12.B.4)(M), (1.4.12.B.1)(M). Literature and musical styles to be included in the course of study will represent varied cultures and time periods (1.2.8.A.2)(A), (1.2.12.A.1)(M), (1.2.12.A.2)(M)

Students will use keyboards, computers and internet-based applications for music creation, arranging, collaboration, career exploration and self-assessment (8.1.8.A.5)(D), (8.1.12.A.3)(D), (9.3.8.B.3)(D).

## COURSE SCOPE AND SEQUENCE CHART

| Sequential Unit Description:   | Associated CPI's to be Achieved  | Marking Period Guide | Other Pacing Guide References | Proficiency (Summative) Assessments   |
|--|--|----------------------|-------------------------------|---|
| Unit 1 <u>Workstation Orientation</u><br><br>Basic care functionality of computer & keyboard workstation, introductory piano keyboard use and performance skills   | 1.3.12.B.1 (M)<br><br>8.1.8.A.5 (D)<br><br>9.1.12.F.2 (D)                        | 1                    | 1-2 days                      | Performance Assessment  |
| Unit 2 <u>Rhythm</u><br><br>Reading, writing and music dictation skills for rhythms in 2/4, 3/4, 4/4, 6/8 and 2/2 meters using note and rest values (whole, half, quarter, eighth, sixteenth and eighth-note triplets) | 1.1.12.B.1 (M)<br><br>1.3.12.B.1 (M)<br><br>1.3.12.B.4 (M)<br><br>1.4.12.B.1 (M) | 1                    | 15-20 classes                 | Performance Assessments<br><br>Written Evaluations<br><br>Aural Assessments<br><br>Rubric-based project |

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|  | 1.4.12.B.2<br>(M)  |   |                                      | evaluation<br>Self- and Peer Critique  |
| Unit 3 <u>Pitch</u><br><br>Reading, writing and music dictation skills using standard treble and bass clef notation  | 1.1.12.B.1<br>(M)<br><br>1.3.12.B.1<br>(M)<br><br>1.3.12.B.3<br>(M)<br><br>1.3.12.B.4<br>(M)<br><br>1.4.12.B.1<br>(M)<br><br>1.4.12.B.2<br>(M)   | 1 | 15-20<br>classes,<br>then<br>ongoing | Performance Assessments<br><br>Written Evaluations<br><br>Aural Assessments<br><br>Rubric-based project<br><br>evaluation<br>Self- and Peer Critique |
| Unit 4 <u>Expressive Elements &amp; Musical Symbols</u><br><br>Vocabulary, notation and listening skills including timbre, tempo, dynamics, articulation and repeat techniques | 1.1.12.B.1<br>(M)<br><br>1.1.12.B.2<br>(M)<br><br>1.3.12.B.1<br>(M)<br><br>1.3.12.B.2<br>(M)<br><br>1.3.12.B.3<br>(M)<br><br>1.3.12.B.4<br>(M)<br><br>1.4.12.B.1<br>(M)<br><br>1.4.12.B.2<br>(M)<br><br><i>7.1.NM.A.2<br/>(D)</i><br><br><i>7.1.NH.A.2<br/>(D)</i><br><br><i>8.1.8.A.5 (D)</i> | 1 | 5-10<br>classes                      | Performance Assessments<br><br>Written Evaluations<br><br>Aural Assessments<br><br>Rubric-based project<br><br>evaluation<br>Self- and Peer Critique |

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|   | 8.1.12.A.3 (D)<br>8.1.12.D.2 (D)   |     |               |   |
| Unit 5 <u>Musical Form</u><br><br>Vocabulary, notation, listening skills and composition/arranging including binary, ternary, rondo, strophic, pop song, through-composed and theme & variations  | 1.1.12.B.1 (M)<br>1.1.12.B.2 (M)<br>1.2.8.A.2 (A)<br>1.3.12.B.1 (M)<br>1.3.12.B.2 (M)<br>1.3.12.B.3 (M)<br>1.3.12.B.4 (M)<br>1.4.12.A.1 (M)<br>1.4.12.B.1 (M)<br>1.4.12.B.3 (M)<br>8.1.8.A.5 (D)<br>8.1.12.A.3 (D)<br>8.1.12.D.2 (D) | 1   | 3-5 classes   | Performance Assessments<br><br>Written Evaluations<br><br>Aural Assessments<br><br>Rubric-based project evaluation<br><br>Self- and Peer Critique |
| Unit 6 <u>Major Keys Part A - Scales and Intervals</u><br><br>Notation and listening skills for scales, intervals and simple melodies in major keys, key signature writing and identification, transposition, basic melodic composition | 1.1.12.B.1 (M)<br>1.1.12.B.2 (M)<br>1.3.12.B.1 (M)<br>1.3.12.B.2 (M)<br>1.3.12.B.3 (M)   | 1-2 | 15-20 classes | Performance Assessments<br><br>Written Evaluations<br><br>Aural Assessments<br><br>Rubric-based project evaluation<br><br>Self- and Peer          |

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|   | 1.3.12.B.4 (M)<br>1.4.12.B.1 (M)<br>1.4.12.B.3 (M)<br>8.1.8.A.5 (D)<br>8.1.12.A.3 (D)<br>8.1.12.D.2 (D)                   |   |               | Critique  |
| Unit 7 <u>Major Keys Part B – Harmonization</u><br>Notation and listening skills for major, minor and dominant seventh chords, harmonization of simple melodies using primary chords, and Roman Numeral analysis including secondary chords | 1.1.12.B.1 (M)<br>1.2.8.A.2 (A)<br>1.3.12.B.1 (M)<br>1.3.12.B.2 (M)<br>1.3.12.B.3 (M)<br>1.3.12.B.4 (M)<br>1.4.12.B.1 (M) | 2 | 10-15 classes | Performance Assessments<br>Written Evaluations<br>Aural Assessments<br>Rubric-based project evaluation<br>Self- and Peer Critique |
| Unit 8 <u>Minor Keys and Modes</u><br>Minor key signatures, scales, intervals, melodic dictation, composition, harmonization, harmonic analysis, and mode construction including standard blues.  | 1.2.12.B.1 (M)<br>1.3.12.B.1 (M)<br>1.3.12.B.2 (M)<br>1.3.12.B.3 (M)<br>1.3.12.B.4 (M)<br>1.4.12.B.1 (M)<br>1.4.12.B.2    | 2 | 10-15 classes | Performance Assessments<br>Written Evaluations<br>Aural Assessments<br>Rubric-based project evaluation<br>Self- and Peer Critique |

|  |     |  |  |  |
|--|-----|--|--|--|
|  | (M) |  |  |  |
|--|-----|--|--|--|

|                |   |
|----------------|---|
| WL.7.1.NH.A.2  | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.   |
| WL.7.1.NM.A.2  | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.   |
| VPA.1.1.12.B.1 | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.  |
| VPA.1.1.12.B.2 | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.   |
| VPA.1.2.8.A.2  | Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.   |
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.  |
| VPA.1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.   |
| VPA.1.3.12.B.1 | Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.  |
| VPA.1.3.12.B.2 | Analyze how the elements of music are manipulated in original or prepared musical scores.   |
| VPA.1.3.12.B.3 | Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.  |
| VPA.1.3.12.B.4 | Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.   |
| VPA.1.4.12.A.1 | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| VPA.1.4.12.B.1 | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| VPA.1.4.12.B.3 | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |

## Grading and Evaluation Guidelines

### GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation (individual time on task)
- Individual performance assessments

- Individual listening skills assessments (dictation)
- Written assignments
- Tests and quizzes
- Original song composition projects.

Final course grades will be based on:

- Marking period grades (weighted 40% each)
- Final exam including performance and written components (weighted 20%)

In terms of proficiency level the East Brunswick grades equate to:

|   |           |                      |
|---|-----------|----------------------|
| A | Excellent | Advanced Proficient  |
| B | Good      | Above Proficient     |
| C | Fair      | Proficient           |
| D | Poor      | Minimally proficient |
| F | Failing   | Partially Proficient |

## COURSE EVALUATION

In Musicianship, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

## Other Details

### #1500 Musicianship (East Brunswick High School)

| Projected<br>Number of | School<br>#’s | Course<br>Level | Course<br>Length | Grade<br>Level | Credits | Min. Per<br>Week | Elective/ | Initial Course |
|------------------------|---------------|-----------------|------------------|----------------|---------|------------------|-----------|----------------|
|------------------------|---------------|-----------------|------------------|----------------|---------|------------------|-----------|----------------|

| Students |     |   |   |       |     |     | Required | Adopted    |
|----------|-----|---|---|-------|-----|-----|----------|------------|
| 60       | 050 | A | S | 10-12 | 2.5 | 210 | E        | 12/13/2001 |