MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown Middle School

Music Studio

Grade 6

September 2016

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Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown Middle School
Williamstown, New Jersey

Mission Statement

The administration, faculty, and staff of Williamstown Middle School, in cooperation with parents and the community, and with the active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. Through an interdisciplinary approach we will aid our students in developing responsible behavior, a positive attitude toward themselves and others, and the necessary life skills to become productive citizens in our changing society. We accept the challenge and responsibility of accomplishing these goals.

Williamstown Middle School Education
Life's Preparation

Williamstown Middle School
Williamstown, New Jersey

The Visual and Performing Arts

Department Philosophy

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

Monroe Township Public Schools
Williamstown, New Jersey

Curriculum Philosophy

Monroe Township Public Schools offer all students access to curricula that addresses the New Jersey Core Curriculum Content Standards to provide for differentiation in meeting the needs of a variety of learners. All students identified as Special Needs and English language Learners are provided with instruction that will meet the needs as identified in their individual educational plan or as established through the utilization of content area benchmark assessments. Our goal, as a district, is to provide students with the skills necessary to meet the rigor of a selected career in the 21st century.

August 2008

COURSE ORGANIZATION

Music Studio – Grade 6

LENGTH OF TIME: **One Cycle**
NUMBER OF PERIODS PER WEEK: **5**

PURPOSE STATEMENT

Music Studio

Students will be introduced to rhythmic concepts from the musical group STOMP, and will create their own rhythmic compositions using unique and creative items for instruments. Students will also explore melody writing by using computers and midi keyboards. Students will explore other musical concepts such as rhythm reading, form, improvisation, and other theory components using computer programs to enhance their projects.

MUSIC
GRADES 6, 7, 8
SCOPE & SEQUENCE

	MM I	MM II	MM III

I. Beat/Rhythm

	MM I	MM II	MM III
A. Beat	X	X	X
B. Meter	X	X	X
C. Duration	X	X	X
D. Rhythm Patterns	X	X	X
E. Simple vs. Compound Meter		X	X
F. Duple vs. Triple Beat		X	X
G. Swing/Blues Rhythm Style			X

II. Pitch Notation/Melody

	MM I	MM II	MM III
A. Music Staff	X	X	X
B. Treble and Bass Clef Note Names	X	X	X
C. Intervals	X	X	X
D. Melodic Contour	X	X	X
E. Keyboard Knowledge and Proficiency		X	X
F. Accidentals		X	X
G. Guitar Knowledge and Proficiency			X

III. Harmony

	MM I	MM II	MM III
A. Melody vs. Harmony	X	X	
B. Simple Counterpoint		X	X
C. Chord Structure and Progression			X

MUSIC
GRADES 6, 7, 8
SCOPE & SEQUENCE

	MM I	MM II	MM III
IV. Tone Color			
A. Identifying Tone Colors of Various Genres	X	X	X
B. Percussion Performance and Knowledge	X	X	X
C. Keyboard Performance and Knowledge		X	X
D. Guitar Performance and Knowledge			X
V. Expressive Elements			
A. Dynamics	X	X	X
B. Tempo	X	X	X
VI. Form			
A. AB	X	X	X
B. ABA	X	X	X
C. Rondo		X	X
D. Modern Song Form		X	X
E. Twelve Bar Blues			X
VII. Improvisation			
A. Rhythmic Improvisation	X	X	X
B. Melodic Improvisation		X	X
C. Improvisation with Chord Progression			X

Course Name: Music Studio	
New Jersey CCCS	Corresponding Essential Question(s)
1.1 1.3 1.4.A	1. What is the difference between beat and rhythm? 2. How can changes in beat and rhythm alter the mood of the listener? 3. What are the different beat lengths for whole, half, quarter, eighth, and sixteenth notes and rests? 4. What do various note lengths look like?
1.1 1.2 1.3 1.4.A	1. How could skills in playing music impact my life as a musician? 2. Why is the music staff a fundamental part of music notation? 3. Why is learning note names an important musical skill? 4. How will you remember the note names of the treble and bass clef staves?
1.1 1.2 1.3 1.4.A 1.4.B	1. How is melody created? 2. What are the keys to creating a good melody?
1.1 1.2 1.3 1.4.A	1. What is tone color? 2. How does it enhance music composition? 3. What are the tone colors of various genres of music?
1.1 1.2 1.3 1.4.A 1.4.B	1. What is the purpose of dynamics in music? 2. Why are dynamic markings important to read when performing music? 3. What are the different dynamic markings and volume levels? 4. How do tempo changes impact a piece of music? 5. What are the most commonly used tempo markings?
1.1 1.2 1.3 1.4.A 1.4.B	1. What is improvisation? 2. Why is improvisation an essential part of creating music? 3. How can I improvise? 4. How could becoming a musician change the way I view the world?

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 1 Student will demonstrate knowledge of beat and rhythm

Essential Question: *What is the difference between beat and rhythm? How can changes in beat and rhythm alter the mood of the listener? What are the different beat lengths for whole, half, quarter, eighth, and sixteenth notes and rests? What do various note lengths look like?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
	Students will be able to:			
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1	1. Define beat and rhythm and distinguish between beat and rhythm.	2,4,5,6,8,10	1,3,10,12	2,4,8,instruments
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1	2. Perform various rhythm patterns containing whole, half, quarter, eighth, and sixteenth notes and rests.	1,2,4,5,6,8,10,14	9,11,12,13,14	2,4,8,instruments
1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 8.1.8.A.5 8.2.8.E.1	3. Compose rhythmic pieces using whole, half, quarter, eighth, and sixteenth notes and rests	1,2,4,5,6,8,10,14	9,11,12,13,14	2,4,8,instruments
1.4.5.A.1 1.4.5.B.1 1.4.5.B.2	4. Assess rhythmic performances of peers and of themselves using acquired rhythmic skills and knowledge.	1,6,8	9,11,12,14	2,4,8,instruments

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Student will demonstrate knowledge of pitch notation

5. **Essential Question:** *How could skills in playing music impact my life as a musician? Why is the music staff a fundamental part of music notation? Why is learning note names an important musical skill? How will you remember the note names of the treble and bass clef staves?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
	Students will be able to:			
1.1.5.B.1 1.2.5.A.2 1.4.5.A.1	1. Define staff and distinguish between treble and bass clef staves.	2,4,6,8,10	1,3,10,12	2,4,5,6,8
1.1.5.B.1 1.2.5.A.2 1.3.5.B.1 1.4.5.A.1	2. Identify note names of the treble and bass clef staves.	2,4,6,8,10	1,3,10,12	2,4,5,6,8
1.1.5.B.1	3. Use acronyms to remember line and space names of the treble and bass clef staves.	2,4,6,8,10	1,3,10,12	2,4,5,6,8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Student will demonstrate knowledge of melodic composition

Essential Question: *How is melody created? What are the keys to creating a good melody?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks		Measurable Performance Assessments & Evidence		Resources	
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion	9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation	9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources	
	Students will be able to:						
1.1.5.B.1 1.1.5.B.2 1.4.5.A.1	1. Identify and define melodic elements, including contour, steps, leaps, and basic intervals.	2,4,5,6,8,10		1,3,10,12,14		1,5,8	
1.1.5.B.1 1.1.5.B.2 1.2.5.A.3 1.3.5.B.4 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3	2. Name characteristics of a well-written melody.	2,5,6,8		10,12,14		2,4,5,6,8	
1.1.5.B.1 1.1.5.B.2 1.3.5.B.3 1.3.5.B.4 1.4.5.A.2 1.4.5.A.3 8.1.8.A.3 8.2.8.E.1	3. Compose an original melody using knowledge and understanding of contour, steps, leaps, and basic intervals.	1,2,4,5,6,8,10,14,15-performance		9,11,13,14		2,3,5,manuscript paper for composition	
1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.5	4. Self and group assess performances of original melodies.	1,6,8		9,11,12,14		2,4	

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 Student will demonstrate knowledge of tone color

Essential Question: *What is tone color?   How does it enhance music composition? What are the tone colors of various genres of music?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks		Measurable Performance Assessments & Evidence		Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
	Students will be able to:					
1.1.5.B.1 1.4.5.A.1	1. Define tone color.	2,4,5,6,8,10		1,3,10,12		2,4,8
1.1.5.B.1 1.3.5.B.4	2. Identify how use of tone color enhances musical composition.	2,4,8		5,10,12		2,5,6,8
1.1.5.B.1 1.2.5.A.2 1.2.5.A.3 1.3.5.B.4 8.1.8.D.1 8.1.8.E.1	3. Distinguish between tone colors of various genres of music throughout history.	2,4,6,8		10,12		4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Students will demonstrate knowledge of the expressive elements of music

Essential Question: *What is the purpose of dynamics in music? Why are dynamic markings important to read when performing music? What are the different dynamic markings and volume levels? How do tempo changes impact a piece of music? What are the most commonly used tempo markings?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks 1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	Measurable Performance Assessments & Evidence 1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	Resources 1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
	Students will be able to:			
1.1.5.B.1 1.4.5.A.1	1. Define dynamics and tempo.	2,4,5,6,8,10	1,3,10,12	2,4,8
1.1.5.B.1 1.2.5.A.3 1.3.5.B.4 1.4.5.A.3	2. Explain the purpose of dynamics and tempo in music.	2,5,8	5,12	5,6
1.1.5.B.1 1.3.5.B.3 1.3.5.B.4 1.4.5.A.1	3. Identify and decode tempo and dynamic symbols.	2,6,10,14(part of melody project)	10,13,14	2,3,4,5,6
1.2.5.A.3 1.3.5.B.4 1.4.5.A.1 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3	4. Identify tempo and dynamic changes in aural musical excerpts.	2,6,8,10,15-listening journal	5,8,12	2,5,6,8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Student will demonstrate knowledge of improvisation as well as ability to improvise

Essential Question: *What is improvisation? Why is improvisation an essential part of creating music? How can I improvise? How could becoming a musician change the way I view the world?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
	Students will be able to:			
1.1.5.B.1 1.1.5.B.2 1.2.5.A.3 1.3.5.B.4 1.4.5.A.1 1.4.5.A.3 8.1.8.D.1 8.1.8.E.1	1. Define improvisation and state examples of how improvisation has been used in various genres of music.	2,4,6,8,10	1,3,10,12	2,4,5,6,8
1.1.5.B.1 1.1.5.B.2 1.2.5.A.3 1.3.5.B.3 1.4.5.B.1 8.2.8.E.1	2. Improvise simple rhythmic patterns.	2,4,6,8,10,14(rhythm project)	9,11,12,13	2,3,classroom instruments

APPENDIX

SAMPLE ACTIVITIES

Music Studio

Rhythm Project (Inspired by STOMP):
  a. Students will watch a short segment of STOMP to experience how the group uses different items as musical instruments to create music.
  b. Students will bring an item of their choice from home to be used as an instrument.
  c. Each student in each group will be assigned a short rhythm pattern to play on their instrument.
  d. Students will also be given the opportunity to improvise on their instrument.
  e. Students will be assessed using a developed rubric.

(Before project can be started, students must learn about note values and how to clap out various patterns using half, quarter, eighth, and sixteenth notes and rests. Vocabulary terms they must know: time signature, measure, beat, notes, rests, improvisation)

Standards Covered: 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.3, 1.3.5.B.1, 1.3.5.B.3, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.2, 1.4.5.B.3

Music Studio

Music – Composition: Rhythmic Composition

Rubric

Teacher Name: _____

Student Name: _____

Category	4	3	2	1
Meter and Rhythm	All measures have the correct # of beats and a variety of rhythms are used. Including the use of whole, half, quarter, eight, and sixteenth notes.	85% of measures have the correct # of beats and a variety of rhythms are used. Including the use of whole, half, quarter, and eight notes.	70% of the measures have the correct # of beats. Rhythms are very basic and do not expand beyond quarter notes.	Under half of the measures have the correct # of beats. Composition needs to be edited and resubmitted.
Music Notation	All notes are written neatly using proper barline placement.	Most notes are written clearly using the proper barline placement.	Notes are written clearly, but barline placement is often incorrect.	Notes are written clearly, but barline placement is often incorrect.
Overall Performance	The composition was creative, clean/easy to read, and included all required elements.	The composition was somewhat creative and legible. Most of the required elements were included.	The composition was very basic and somewhat legible to read. At least half of the required elements were included.	The composition was not complete and very difficult to read. Under half of the required elements were included. Project needs to be revised.
Performance	Performer played all rhythmic patterns flawlessly or with 1–2 errors while maintaining a steady beat throughout performance.	Performer maintained a steady beat with 3–4 errors.	Performer made 5 or more mistakes OR did not maintain a steady beat throughout the performance.	Performer made 5 or more mistakes AND did not maintain a steady beat throughout the performance.