MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown High School

Music Technology

September 2013

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Monroe Township Public Schools

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 High School Mission Statement

Williamstown High School provides an atmosphere where our students become responsible, productive citizens, and life-long learners.

BELIEFS

Students are responsible for their education and are accountable for their actions and decisions.

Students and staff respect all people regardless of race, color, creed, religion, gender, and sexual orientation.

Students, regardless of learning styles and abilities, need to be challenged and inspired in order to achieve their full potential.

Students and staff are provided a safe and supportive environment in which they can pursue their educational goals.

High expectations are communicated to the students from all members of the school's community.

Effective education is a student, staff, and community partnership, which prepares students for the future in a technologically changing society.

High school personnel serve as catalysts for academic and personal success for all students.

Revised: 2004

The Visual and Performing Arts

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.

Purpose Statement

Our Visual and Performing Arts Curriculum is constructed to enable a student to obtain training in both theoretical and applied hands on experiences. This will allow the student the opportunity to develop specific skills in bother comprehensive, and applied areas.

The term applied in a broad sense covers all performance groups and all courses, which provide the student with the greatest amount of creativity. Its counterpart is comprehensive which is a study of Visual and Performing Arts as a language of expression.

Music Technology is a comprehensive course, which is designed for the student who wishes to learn basic computer composition and performance. All students are given the opportunity to experience the power of technology through the use of midi-equipped computers. Students will input music through different devices into the computer for composition and or performance. Students will be exposed to the latest computer programs in the field of music.

The students taking this course should have basic computer skills and demonstrate knowledge of music as determined by instructor.

The students will develop an awareness of careers related to content of this course. This will be accomplished through the use of guest speakers, periodicals, and discussion.

COURSE ORGANIZATION

Music Technology

LENGTH OF TIME: **Full Year**
NUMBER OF PERIODS PER WEEK: **5**
NUMBER OF CREDITS: **5.00**
PREREQUISITES: **None**
REQUIRED: **Elective**
RANK: **Non-Weighted**

Music Department – Scope and Sequence

		AP Music Theory	Music	Exploring the Arts	Music Awareness	Band	Choir	Dance	Theatre	Music Technology
AESTHETICS		X	X	X	X	X	X	X	X	X
Historical/Cultural Awareness:		X	X	X	X	X	X	X	X	X
	Dance			X				X	X	X
	Art			X	X			X	X	X
	Drama			X				X	X	X
	Musical Theater			X					X	X
Evaluation:										
	Self	X	X	X	X	X	X	X	X	X
	Group	X	X	X	X	X	X	X	X	X
	Critiquing	X	X	X	X	X	X	X	X	X
LISTENING SKILLS		X	X	X	X	X	X	X	X	X
Rhythm:		X	X	X	X	X	X	X	X	X
	Beat	X	X	X	X	X	X	X	X	X
	Tempo	X	X	X	X	X	X	X	X	X
	Meters/Time Signatures	X	X		X	X	X			X
	Note & Rest Values	X	X		X	X	X			X
	Counting & Performing	X	X		X	X	X			X
Sound:		X	X		X	X	X			X
	Pitch/Notation	X	X		X	X	X			X
	Intensity	X	X		X	X	X			X
	Timbre	X	X		X	X	X			X
	Instrument Ranges	X	X		X	X	X			X
	Dynamics	X	X		X	X	X			X

Music Department – Scope and Sequence

		AP Music Theory	Music	Exploring the Arts	Music Awareness	Band	Choir	Dance	Theatre	Music Technology
Scales:		X	X		X	X	X			X
	Major	X	X		X	X	X			X
	Minor	X	X		X	X	X			X
	Chromatic	X	X		X	X	X			X
	Key Signatures	X	X		X	X	X			X
	Ancient Modes	X	X							X
	Diatonic	X	X		X	X	X			X
	Whole Tone	X	X		X	X	X			X
	Pentatonic	X	X		X	X	X			X
Triads/Chords:		X	X		X	X	X			X
	Major	X	X		X	X	X			X
	Minor	X	X		X	X	X			X
	Diminished	X	X		X	X	X			X
	Augmented	X	X		X	X	X			X
	Tonic	X	X							X
	Dominant	X	X							X
	Chord Forms	X	X							X
	Voicing	X	X							X
	Sub-Dominant	X	X							X
	Dominant Seventh Chord	X	X							X
	Secondary Dominant	X	X							X
	Seventh Chords	X	X		X	X	X			X
	Inversions	X	X		X	X	X			X

Music Department – Scope and Sequence

		AP Music Theory	Music	Exploring the Arts	Music Awareness	Band	Choir	Dance	Theatre	Music Technology
Four Part Writing:		X	X		X					X
	Composition	X	X		X					X
	Dictation	X	X							
	Aural Analysis	X	X							
Melodic Line:		X	X		X	X	X			X
	Melodic Movement	X	X			X	X	X		X
	Phrases	X	X			X	X	X		X
	Breathing	X	X			X	X	X		X
	Motives	X	X			X	X			X
Triads/Chords:	Melodic Curves	X	X			X	X			X
	Melodic Climax	X	X			X	X			X
	Melodic Extensions	X	X							X
	Passing Tones	X	X							X
	Embellishing Tones	X	X							X
	Dictation	X	X							X
	Aural Analysis	X	X							X
Harmonic Progressions:		X	X		X	X	X			X
	Modulations	X	X							X
	Cadences	X	X							X
	Figured Bass	X	X							X
	Dictation	X	X							X
	Aural Analysis	X	X							X
Careers in Arts:		X	X	X	X	X	X	X	X	X
Classroom Performance:		X	X	X	X	X	X	X	X	X
Public Performance:		X	X			X	X	X	X	X

Monroe Township Public Schools
Curriculum Guide Overview
Essential Questions

COURSE NAME: **Music Technology**	

New Jersey CCCS	Corresponding Essential Question(s):
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Which appropriate information resources and technologies help us to understand Sound Editing, Recording, and Mastering and to facilitate integration of music with essential skills in other subject areas?
1.2, 1.3, 1.4, 1.5, 1.6	How are visual and performing arts skills used to help us adapt to an ever-changing technological world, and to construct suitable creative expressions of this world in music and the arts?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How do people in other cultures approach and perform music?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How can concepts and skills such as a musical rendering of cultural values, principles of organization, collaboration and design, sense awareness, intuitive understanding and creative thinking be different throughout national and global communities?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How are musical skills used to help us construct suitable creative expressions within the world of dance, theater arts, music and visual arts?
1.1, 1.2, 1.3, 1.4, 1.6	What language skills and concepts are necessary to best adapt to an ever-changing musical world?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	What Perceptual skills are needed to understand and describe musical pieces?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How can using devise criteria for evaluating performances and compositions vary from cultural experience?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	In what ways can two or more art forms convey similar events, scenes, emotions or ideas?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How does history play a part in the social aspect of musical culture of a given time period?

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic #1 Student will demonstrate knowledge of: to Distinguish and Understand Sound Editing, Recording, and Mastering

Essential Question: *Which appropriate information resources and technologies help us to understand Sound Editing, Recording, and Mastering and to facilitate integration of music with essential skills in other subject areas?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
9.4.12.C.2	Students will demonstrate physics of sound units	2, 3, 4, 5, 6, 7, 9, 10, 11, 13		8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate Multimedia authoring	2, 3, 4, 5, 6, 7, 9, 10, 11, 13		8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate knowledge of making own tapes, CDs, and musical scores in standard notation	2, 3, 4, 5, 6, 7, 9, 10, 11, 13		8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
1.1.12.B.2	Students will demonstrate composition and arranging skills	2, 3, 4, 5, 6, 7, 9, 10, 11, 13		8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate music software programming languages	2, 3, 4, 5, 6, 7, 9, 10, 11, 13		8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).17 9.4.12.C.(1).3-6	Students will demonstrate multi-tracking and editing	2, 3, 4, 5, 6, 7, 9, 10, 11, 13		8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.13 9.4.12.C.(1).3-6	Students will demonstrate critical listening skills	2, 3, 4, 5, 6, 7, 9, 10, 11, 13		8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Student will demonstrate knowledge of: <u>To distinguish and understand Music Software program languages</u>

Essential Question: *How are visual and performing arts skills used to help us adapt to an ever-changing technological world, and to construct suitable creative expressions of this world in music and the arts?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
9.4.12.C.(4).5, 6 9.4.12.C.(1).3-6	Students will demonstrate knowledge by using Music Software programs to create musical works	2, 3, 4, 5, 6, 7, 8, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C(4).5, 6 9.4.12.C.(1).3-6	Students will demonstrate composition and arranging skills using notational software to compose a score	2, 3, 4, 5, 6, 7, 8, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(1).5, 6 9.4.12.C.(1).3-6	Students will demonstrate sequencing skills using software for arrangements of songs or compositions	2, 3, 4, 5, 6, 7, 8, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(1).5, 6 9.4.12.C.(1).3-6	Students will demonstrate multimedia authoring through musical notation	2, 3, 4, 5, 6, 7, 8, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Student will demonstrate knowledge of: <u>To distinguish and understand Singing or Playing, alone and with others, a varied repertoire of music</u>

Essential Question: *How do people in other cultures approach and perform music?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
9.4.12.C.(4).8	Students will demonstrate with singing or playing using technology to accompany or support performance	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).8 9.4.12.C.(1).3-6	Students will demonstrate with singing or playing independently and expressively with technology to support performance	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).8, 13, 14 9.4.12.C.(1).3-6	Students will demonstrate using technology to learn to sing or play in 2, 3, or 4 part harmony	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).8, 13, 14 9.4.12.C.(1).3-6	Students will demonstrate using technology to create musical accompaniments	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6
9.4.12.C.(4).8, 13, 14 9.4.12.C.(1).3-6	Students will demonstrate with performance a understanding of electronic support of accompaniments					

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 Student will demonstrate knowledge of: <u>To distinguish and understand improvising melodies, variations, and accompaniments</u>

Essential Question: *How can concepts and skills such as a musical rendering of cultural values, principles of organization, collaboration and design, sense awareness, intuitive understanding and creative thinking be different throughout national and global communities?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
1.1.12.B.1	Students will demonstrate a Improvised "answers" in the same given rhythmic and melodic phrases, using technology as a medium	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6
1.1.12.B.1 9.4.12.C.(4).8, 12	Students will demonstrate improvising rhythmic and melodic ostinato patterns and other accompaniments on MIDI equipment	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6
9.4.12.C.(4).8, 12	Students will improvise short songs and short songs and instrumental pieces using electronic equipment	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will improvise in many styles, using technology to alter stylistic changes	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6
9.4.12.C.(4).8, 12	Students will demonstrate how to create real time improvisations	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6
9.4.12.C.(4).8, 12	Students will demonstrate how to embellish a given melody to crate a improvised section	2, 3, 4, 5, 6, 7, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Student will demonstrate knowledge of: <u>To distinguish and understand composing and arranging music within specified guidelines</u>

Essential Question: *How are musical skills used to help us construct suitable creative expressions within the world of dance, theater arts, music, and visual arts?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
1.3.12.B.3, 4	Students will demonstrate creating and arranging music to accompany readings, dramatizations, or multimedia presentations	2, 3, 4, 5, 6, 7, 10, 11, 12, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 7 - Music
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate creating and arranging short songs and instrumental pieces using MIDI equipment	2, 3, 4, 5, 6, 7, 10, 11, 12, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 7 - Music
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate use of varied sources, such as a sequencer when composing	2, 3, 4, 5, 6, 7, 10, 11, 12, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 7 - Music
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate the use of software to notate and create "add in" composing	2, 3, 4, 5, 6, 7, 10, 11, 12, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 7 - Music
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate the use of software to compose varied accompaniments	2, 3, 4, 5, 6, 7, 10, 11, 12, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 7 - Music

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Student will demonstrate knowledge of: <u>To distinguish and understand composing reading and notating music</u>

Essential Question: *How are musical skills used to help us construct suitable creative expressions within the world of dance, theater arts, music, and visual arts?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
9.4.12.C.(4).8, 12	Students will demonstrate reading of standard notation using notation programs such as Finale or Cakewalk	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will demonstrate a system on the computer to read pitch notation in several clefs and tonal centers	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.(4).8, 1 9.4.12.C.(1).3-62	Students will demonstrate identification of symbols and traditional terms used in music notation, using technology to facilitate identification	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will use technology to improve sight reading and theory skills	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will use software to transpose given standard notation	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.(4).8, 12	Students will demonstrate knowledge of arranging for given instruments in standard notation	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 7 Student will demonstrate knowledge of: <u>To distinguish and understand listening to, analyzing, and describing music</u>

Essential Question: *What perceptual skills are needed to understand and describe musical pieces?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
9.4.12.C.(4).8, 12 9.4.12.C.(1).3-6	Students will identify musical form presented on the computer or listening station	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 performance
9.4.12.C.(4).8, 12	Students will demonstrate perceptual skills by moving, answering questions and describing examples of music from diverse cultures using technology to facilitate	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 performance
9.4.12.C.(4).8, 12	Students will demonstrate and use appropriate terminology to explain musical elements and practices	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 performance
9.4.12.C.(4).8, 12	Students will demonstrate identification of sounds of a variety of instruments, using MIDI equipment to demonstrate these sounds	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 performance
9.4.12.C.(4).8, 12	Students will demonstrate the elements of music that make a work unique, interesting, and expressive	2, 3, 4, 5, 6, 7, 10, 11, 13		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 3, 4, 5, 6 performance

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 8 Student will demonstrate knowledge of: <u>To distinguish and understand evaluating music and music performances</u>

Essential Question: *How can using devise criteria for evaluating performances and compositions vary from cultural experience?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
9.4.12.C.72	Students will devise criteria for evaluating performances and compositions	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.54	Students will demonstrate personal preferences for musical works and styles	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.72	Students will demonstrate personal and professional performances for quality and effectiveness	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.51, 52	Students will demonstrate cooperative learning through critique	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.51, 52	Students will share ideas about personal critiques of shared works and ideas	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 9 Students will demonstrate knowledge of: <u>Understanding relationships between music, the other arts, and disciplines outside the arts</u>

Essential Question: *In what ways can two or more art forms convey similar events, scenes, emotions, or ideas?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities			Assessment Strategies			Materials, Technology 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
9.4.12.C.(1).3-6	Students will demonstrate identification of the ways that computers and music are related	2, 3, 4, 5, 6, 7, 10, 11			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance			2, 4, 5, 6, 7 performance
9.4.12.C.(1).3-6	Students will demonstrate the use of multimedia sound and picture to convey a given mood	2, 3, 4, 5, 6, 7, 10, 11			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance			2, 4, 5, 6, 7 performance
9.4.12.C.(4).13, 14	Students will compare two or more arts, discovering how materials from each can convey similar events, scenes, emotions, or ideas	2, 3, 4, 5, 6, 7, 10, 11			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance			2, 4, 5, 6, 7 performance
1.4.12.B.2, 3	Students will create interrelated works with various disciplines	2, 3, 4, 5, 6, 7, 10, 11			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance			2, 4, 5, 6, 7 performance
1.4.12.B.2, 3	Students will understand careers in music technology and there impact on other disciplines	2, 3, 4, 5, 6, 7, 10, 11			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance			2, 4, 5, 6, 7 performance
9.4.12.C.71	Students will research future careers in outside disciplines which can utilize music technology	2, 3, 4, 5, 6, 7, 10, 11			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance			2, 4, 5, 6, 7 performance

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 10 Student will demonstrate knowledge of: <u>Understanding music in relation to history and culture</u>

Essential Question: *How does history play a part in the social aspect of musical culture of a given time period?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology 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
9.4.12.C.(1).3-6	Students will demonstrate a use of technology to identify by genre or style aural examples of music from various historical periods and cultures	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.(1).3-6	Students will demonstrate various uses of music technology in daily experiences	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
9.4.12.C.(1).3-6	Students will classify music by genre, style, historical period, etc., and explain the characteristics of each using technology to provide musical examples	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance
1.2.12.A.1, 2	Students will research, identify, and describe roles of musicians who use technology	2, 3, 4, 5, 6, 7, 9, 10, 11		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance		2, 4, 5, 6, 7 performance

APPENDIX

Music Technology

Resources

New Jersey Core Curriculum Standards for the Visual and Performing Arts

Internet/Computer Assisted Exercises

Computer-Assisted Instruction:
Music Lessons
MiBAC Music Software
Northfield, MN

Notation Assisted Instruction:
Finale
Coda Music Technology
Eden Prairie, MN

Sequencing Assisted Instruction:
Cakewalk
Coda Music Technology
Eden Prairie, MN

Computer Assisted Drill Exercises

Music in Theory & Practice Volume I (Sixth Edition):
Bruce Benward & Gary White
McGraw-Hill, New York, New York

Elementary Harmony (Fourth Edition):
Robert W. Ohman
Prentice Hall, Englewood Cliffs, New Jersey 07632

Advanced Harmony (Third Edition):
Robert W. Ohman
Prentice Hall, Englewood Cliffs, New Jersey 07632

1. Visual and Performing Arts

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

.1.1   Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

.1.1.1   A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

.1.1.2   B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.

2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

1. Visual and Performing Arts

> STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

.1.2   Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

.1.2.1   A. Dance

1. Demonstrate technical proficiency and artistic application of anatomical and kinesthetic principles in performance.

2. Craft dances with themes that have unity of form and content and demonstrate the ability to work alone and in small groups to create dances with coherence and aesthetic unity.

3. Collaborate in the design and production of a dance work.

4. Outline a variety of pathways and the requisite training for careers in dance.

AND/OR

.1.2.2   B. Music

1. Sing or play musical works from different genres with expression and technical accuracy.

2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.

3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.

4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.

5. Outline a variety of pathways and the requisite training for careers in music.

AND/OR

.1.2.3   C. Theater

1. Create original interpretations of scripted roles demonstrating a range of various appropriate acting styles and methods.

2. Interpret a script by creating a production concept with informed, supported, and sustained directorial choices.

3. Collaborate in the design and production of a theatrical work.

4. Plan and rehearse improvised and scripted scenes.

5. Outline a variety of pathways and the requisite training for careers in theater.

AND/OR

.1.2.4   D. Visual Art

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.

2. Perform various methods and techniques used in the production of works of art.

3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.

4. Outline a variety of pathways and the requisite training for careers in the visual arts.

1. Visual and Performing Arts

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

.1.3   Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

.1.3.1   A. Dance

1. Categorize the elements, principles, and choreographic structure of specific dance masterworks.

2. Articulate understanding of choreographic structures or forms such as palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.

3. Analyze issues of ethnicity, gender, social/economic status, age, and physical conditioning in relation to dance.

AND/OR

.1.3.2   B. Music

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.

2. Synthesize knowledge of the elements of music.

3. Identify how the elements of music are utilized in a variety of careers.

AND/OR

.1.3.3 C. Theater

1. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts.

2. Analyze the structural components of plays from a variety of social, historical, and political contexts.

3. Interpret a script to develop a theatrical production concept.

4. Explain the basic physical physical and chemicalproperties inherent in components of technical theater such as light, color, pigment, scenic construction, costumes, electricity, paint, and makeup.

AND/OR

.1.3.4 D. Visual Art

1. Compare and contrast innovative applications of the elements of art and principles of design.

2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

1. Visual and Performing Arts

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

.1.4   Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

.1.4.1   A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).

2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.

3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

.1.4.2   B. Skills

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.

2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

1. Visual and Performing Arts

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

.1.5   Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

.1.5.1   A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.

2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

.1.5.2   B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.

2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.