Grade 7- Unit 1- Modern/Electronic Music
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Content Area: **Music**
Course(s):
Time Period: **September**
Length: **2**
Status: **Published**

Targeted Standards

CONNECTING:

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

PERFORMING:

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

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

REFLECTING:

1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods

convey expressive intent.

CREATING:

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).

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.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

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.

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.

Rationale & Transfer Goals

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Musicianship is knowledge□based and can be developed through practicing, critical listening, performing, and creating. This creative art form allows use of the whole brain and promotes self□expression through performance, composition, and/or the use of technology. Music is an expressive art form. Sounds are all around us, and the unique sounds of instruments and voices can be used in various ways to create music. Qualities such as dynamics, tempo, melody, and meter all enhance the expressive nature of music.

During this unit students will explore modern music as well as identify characteristics that distinguish historical and cultural periods, define styles, and categorize genres of music all around us. Teaching modern music through performance and composition increases students' understanding of the music that they enjoy. Knowledge of the foundation and fundamentals of today's music, will allow students to begin to create music of their own. Students will experiment with electronic instruments, record, and share their own music to deepen their understanding. A basic understanding of music notation systems, a working vocabulary of music terms, and hands-on exposure to a variety of music composition and dj software helps students create music for self-expression and enjoyment.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Music has the power to influence ideas, meanings, perceptions, cultures, and interpretation
- Music is more accessible than ever and has increasingly complex and include many genres that have developed over time.
- Music helps to define a cultural identity and is a reflection of societal values and beliefs.
- Music serves different purposes and has distinct characteristics in different settings.
- Music is personal and means different things to different people.
- Music literacy is key to understanding how music is constructed and composed.
- Music software and computer programs can help us with composing and performing music.
- Listening to, recording, composing, and sharing music is easier and faster in the 21st century than ever before because of technology.
- Copyright law exists to protect musicians in the digital age.
- Changes in expressive qualities affect the emotional response of the listener.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- How does developing our listening skills (ear training) make us stronger musicians?
- What can music tell us about ourselves?
- How do we interpret music and why are multiple interpretations acceptable?
- How does music reflect our 21st century culture?
- How are the elements of music manipulated to create modern music?
- How does developing an understanding of the elements of music help make us stronger musicians?
- How does music impact our lives?

- How do we interpret music and why are multiple interpretations acceptable
- How do the elements of music influence what we hear and feel when we experience music?
- How do copyright and fair use laws impact consumers, composers, and performers?
- How did technology change the way we enjoy and share music?

Content/Objectives

Content - What students will know

Experience, identify, move, create and perform:

- Use appropriate terminology when describing music
- Music helps to define a cultural identity and is a reflection of societal values and beliefs
- Music has evolved to be increasingly complex and many genres have developed over time.
- The six elements of music: melody, harmony, duration, rhythm/beat, dynamics, timbre, can be found in all types of music
- Music serves different purposes and has distinct characteristics in different settings.
- Music is personal and means different things to different people.
- Music literacy is key to understanding how music is constructed and composed.
- Music software and computer programs can help us with composing and performing music.
- Listening to, recording, composing, and sharing music is easier and faster in the 21st century than ever before because of technology.
- Copyright law exists to protect musicians in the digital age.

Skills - What students will be able to do

- Categorize music representing various traditions and style periods in music of the last 50 years: Jazz, Gospel, Rock and Roll, Hip-Hop, Club, R&B, Country, Rap, e.t.c
- Students describe and categorize music-related vocations and avocations

- Listen to and identify various styles of music.
- Cite examples of the impact of electronic technology on music.
- Describe the evolution of electronic and other technologies and their impact on the world of music
- Identify analog and digital recording and editing techniques.
- Differentiate among various entry methods in notation, sequencing, and recording.
- Using music technology to create, record, and share music

Instructional Activites

Activities/Strategies - How we teach content and skills

- Discussion about literature, feelings, opinions
- Comparing and contrasting music
- Listening to music of varied styles and genres
- Self reflection
- Apply appropriate vocabulary when describing music
- Identify the genres of music that are influenced by other genres.
- Recognize and explain the elements of music as they apply to each modern genre.
- Categorize the uses of elements of music in aural examples representing various traditions and style periods
- Identify the relationship of music to dance, theater, the visual arts, and other discipline
- Explore basic MIDI technology and its applications.
- Use basic sequencing techniques to create original compositions.
- Explore a variety of software applications to produce and edit sound.
- The student will use accompaniment software to create original arrangements.
- Explore recent cases and decisions of copyright infringement in popular music
- Read different scenarios and decide in a group discussion/debate how the situation is affected by

copyright law (i.e. sharing music on the morning announcements, sharing music on YouTube)

Evidence (Assessments) - How we know students have learned

Students will be assessed through……..

- Teacher observation
- Ability to listen and follow directions
- Assessments on copyright laws
- Worksheet assignments
- Engaged class discussions
- Class debate using copyright law
- Computer based project, with rubric

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Ask the essential questions
- Introduce music terminology providing examples throughout the unit
- Describe music examples using the elements of music
- Various styles of music from various periods

Spiral Focus from Previous Unit

- Steady beat
- Tempo - fast vs. slow

- Duration - short vs. long
- Beat vs. Rhythm
- Ta - quarter note
- Ti-ti - eighth note in pairs - beam and flags
- Ta-a - half note
- Ta-a-a-a - whole note
- Ti-ka-ti-ka - sixteenth notes
- Match pitches in tune
- Music terms/symbols
- Melodic notes using solfege hand signs
- Timbre - same vs. different
- Five Instrument families
- Treble clef
- Treble staff - lines/spaces
- Measure, bar line, double bar line
- Dynamics - piano, forte
- Composers, culture and historical connections
- Varying styles of music
- Ear training/Listening skills
- Constructive criticism
- Behavior and Presentation

Instructional Activity

- Explore the elements of music through verbal and written responses
- Identify musical elements such as rhythm, dynamics, and melody
- Identify and categorize sound sources by common traits such as rhythmic patterns, pitch, duration, and

melody

- Identify rhythmic notation of quarter note, quarter rest, eighth note, eighth rests, half note, half note rests, whole note, whole note rests, dotted-half

Career Readiness, Life Literacies, and Key Skills NJSLS

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Key Resources

- Technology - Laptop Computers, Smartboard
- Videos of the subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Reading/Language Arts skills
- Recordings

Interdisciplinary Connections

Math: K.CC.A. Know number names and the count sequence.

ELA: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including

visually, quantitatively, and orally.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

Physical Education: 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).