

Cedar Grove School District

Cedar Grove, NJ

2017 | Grade 9-12

Fundamentals of Music



Revised 2017
Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
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Mr. Frank Mandala, Vice-President
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Mr. David Schoner
Mr. Vincent Vollero

Fundamentals of Music

Course Description

Students in Music Fundamentals learn about the elements of music: rhythm, timbre, form, meter, pitch, harmony, melody, volume, and tempo. Basic music vocabulary is employed in the examination of the history and cultural development of music around the globe. The study of orchestration is included as students develop personal awareness of the evolution of classical and popular music. Students analyze and create diverse examples of musical genres and learn about careers in music through the use of technology.

**This curriculum was written in accordance with the
2014 NEW JERSEY STUDRNT LEARNING STANDARDS for
VISUAL AND PERFORMING ARTS,
TECHNOLOGY, and 21st CENTURY LIFE AND CAREERS
and the
NEW JERSEY STUDRNT LEARNING STANDARDS for
ENGLISH LANGUAGE ARTS**

These standards can be viewed at
<http://www.state.nj.us/education/cccs/2014/arts/>
<http://www.corestandards.org/ELA-Literacy/>

	September	October	November
NJSLS Visual and Performance Arts	1.1.12.B.1-2, 1.2.12.A.1-2, 1.3.12.B.1-2, 1.3.12.B.4, 1.4.12.A.1-4, 1.4.12.B.1-2	1.1.12.B.1-2, 1.2.12.A.1-2, 1.3.12.B.1-2, 1.3.12.B.4, 1.4.12.A.1-4, 1.4.12.B.1-2	1.1.12.B.1-2, 1.2.12.A.1-2, 1.4.12.A.1-4, 1.4.12.B.1-2
NJSLS Technology	8.1.12.A.3	8.1.12.A.3	8.1.12.A.3
NJSLS English Language Arts	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1
Essential Questions	What structures are common in musical compositions?	How did the growth of secularism affect musical style?	In what ways did early composers influence the evolution of music?
Content	The Elements of Music	Medieval, Renaissance, and Baroque Music	The Classical and Romantic Periods of Music History
Skills and Content	<ul style="list-style-type: none"> Define the elements of music: rhythm, timbre, form, meter, pitch, harmony, melody, volume, and tempo Identify diverse styles of music (e.g., classical, folk, heavy metal, hip hop, jazz, punk, rock) Demonstrate comprehension of the elements of music through aural exercises Compare and contrast the elements of music in diverse styles and historical and cultural influences Investigate and document the commonality among diverse styles of music Analyze and apply musical notation in practice Assess historical significance, cultural context, foreign language symbols, and composer's intent in diverse compositions 	<ul style="list-style-type: none"> Conduct research about the history and lifestyles of the Medieval, Renaissance, and Baroque periods, including art and architecture Differentiate between secular and sacred music Identify the target audience of each historical period Synthesize knowledge of the elements of music in critical listening exercises of Gregorian chant, Renaissance, motets, and simple orchestral compositions Assess the effect of changing societal expectations on the evolution of musical styles from sacred to secular Assess historical significance, cultural context, and composer's intent in diverse 	<ul style="list-style-type: none"> Assess the contribution of Mozart to the music of the classical period (e.g., structure of a symphony, chord progressions, orchestration) Analyze the music of Mozart to identify the elements of music Collaborate with peers to conduct research of the life of Beethoven Employ technology to report research findings critique art forms of the classical period (e.g., architecture, music, paintings) Analyze the effect of Beethoven on the arts (e.g., virtuoso performances, emotional impact of music, experimentation with the elements of music)

	<ul style="list-style-type: none"> • Reflect on learning goals in an electronic journal entry 	<ul style="list-style-type: none"> • reflect on learning goals in an electronic journal entry 	
Integration of Technology	www.musictheory.net, Internet, Web Quests, wireless laptop computer, SMART Boards, <i>Aurelia</i> software, <i>Sibelius</i> software, multimedia presentations, GarageBand, YouTube, video streaming, podcasting		
Writing	Written responses, conclusions and analysis of exploratory activities, electronic journal entries		
Formative Assessments	Class discussions, teacher observation, musical compositions, peer and self-assessments, performance scoring rubric, written assessments		
Summative Assessments	Quizzes, tests, musical compositions, written assessments		
Performance Assessments	Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Winter Concert)		
Suggested Materials and Resources	Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, podcasts		

	December	January	February
NJSLS Visual and Performance Arts	1.1.12.B.1-2, 1.2.12.A.1-2, 1.4.12.A.1-4, 1.4.12.B.1-2	1.1.12.B.1-2, 1.2.12.A.1-2, 1.4.12.A.1-4, 1.4.12.B.1-2	1.1.12.B.1-2, 1.2.12.A.1-2, 1.4.12.A.1-4, 1.4.12.B.1-2
NJSLS Technology	8.1.12.A.3	8.1.12.A.3	8.1.12.A.3
NJSLS 21st Century Life and Careers	9.3.12.AR PRF.4 9.3.12.AR-VIS.1	9.3.12.AR PRF.4 9.3.12.AR-VIS.1	9.3.12.AR PRF.4 9.3.12.AR-VIS.1
NJSLS English Language Arts	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1
Essential Questions	How does a musical vocabulary contribute to accurate interpretation of a composer's intent?	How do musicians apply theory in practice?	How does contemporary music challenge musicians and audiences?
Content	Musical Notation	Orchestration	Experiments in Sound
Skills and Content	<ul style="list-style-type: none"> Define musical notation terms (e.g., clefs, rhythmic notation, staff) Determine how the needs of musicians are met through a common language of notation Assess patterns in musical notation using half steps, whole steps and major and minor scales Analyze annotated rhythm and meter in examples of musical notation Determine the relevance of foreign languages in the analysis of music Conduct research of the history of technology in music 	<ul style="list-style-type: none"> Identify instrument families (e.g., brass, percussion, string, woodwind) by name and sound Synthesize knowledge of the elements of music and instrumentation in the assessment of diverse musical styles Conduct research of late 20th century and current composers and their work Utilize technology to report research findings Assess the use of orchestration in the works of 20th century and current composers through aural exercises 	<ul style="list-style-type: none"> Compare and contrast time-based and meter-based musical notation Investigate technological innovations in musical notation Critique the compositions of 20th and 21st century composers for evidence of the elements of music Use digital and analog tools to create personal compositions
Integration of Technology	www.musictheory.net, Internet, Web Quests, wireless laptop computer, SMART Boards, Aurelia software, Sibelius software, multimedia presentations, GarageBand, YouTube, video streaming, podcasting		

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NJSLS Technology	8.1.12.A.1, 8.1.12.A.3, 8.1.12.D.1	8.1.12.A.1, 8.1.12.A.3, 8.1.12.D.1	8.1.12.A.1, 8.1.12.A.3, 8.1.12.D.1
NJSLS 21st Century Life and Careers	9.3.12.AR PRF.4, 9.3.12.AR-PRF.7	9.3.12.AR PRF.4, 9.3.12.AR-PRF.7	9.3.12.AR PRF.4, 9.3.12.AR-PRF.7
NJSLS English Language Arts	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1	(Gr.9-10) RI.9-10.1, RI.9-10.7, W.9-10.2, W.9-10.4, 9-10.6, SL.9-10.1, L.9-10.1 (Gr.11-12) RI.11-12.1, RI.11-12.7, W. 11-12.2, W. 11-12.4, 11-12.6, SL. 11-12.1, L. 11-12.1
Essential Questions	How do musicians use old instruments in new ways?	In what ways does technology make a composer or performer more powerful?	What are the career challenges and opportunities in the field of music?
Content	New Sounds in Music	Creation through Technology	Practical Applications of Musical Technology
Skills and Content	<ul style="list-style-type: none"> Investigate examples of alternative sounds in musical compositions Synthesize knowledge of musical notation to create a personal composition employ digital tools as needed in the creation of a personal composition Apply the elements of music in the performance of a personal composition Analyze the effectiveness of the use of alternative sounds in a personal composition Reflect on learning goals in an electronic journal entry 	<ul style="list-style-type: none"> Discuss ways in which technology changed modern music (e.g., nonlinear editing, overdubbing) Assess the effectiveness of the use of technology in current musical compositions and recordings Analyze the use of computer applications in the performance of personal compositions Reflect on learning goals in an electronic journal entry 	<ul style="list-style-type: none"> Identify careers in music (e.g., composer, electrical technician, performer, producer, “roadie”, sound engineer) Assess the impact of technology on possible present and future careers in music Compare and contrast composition versus compilation of music using technology Analyze legal issues that govern intellectual property (e.g., copyright laws, fair use, remixing of music, viral videos) Reflect on learning goals in an electronic journal entry
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	presentations, GarageBand, YouTube, video streaming, podcasting
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NJSLS Technology	8.1.12.A.1, 8.1.12.A.3, 8.1.12.D.1
NJSLS 21st Century Life and Careers	9.3.12.AR PRF.4, 9.3.12.AR-PRF.7
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Essential Questions	What would life be like without music?
Content	Music in Everyday Life
Skills and Content	<ul style="list-style-type: none"> • To identify societal uses of music (e.g., advertisement, propaganda, accompaniment to visual art forms, personal statements) • Analyze how music affects personal experiences • Assess how ceremonies, films, games, and videos are enhanced using music • Utilize technology to present a multimedia presentation using music • Critique personal use of music in a presentation
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