

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2020**

**Grade 9-12**

# **Fundamentals of Music**



*Revisions Approved by the Cedar Grove Board of Education*

Superintendent of Schools

Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President

Mr. David Schoner, Vice-President

Mrs. Nicole DiChiara

Mrs. Michele Mega

Mr. Leonard Spendoria

# 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  
NEW JERSEY STUDRNT LEARNING STANDARDS for  
VISUAL AND PERFORMING ARTS,  
TECHNOLOGY, and 21<sup>st</sup> 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/>

	<b>September</b>	<b>October</b>	<b>November</b>
<b>NJSLS Visual and Performance Arts</b>	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
<b>NJSLS Technology</b>	8.1.12.A.3	8.1.12.A.3	8.1.12.A.3
<b>NJSLS English Language Arts</b>	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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
<b>21<sup>st</sup> CENTURY LIFE AND CAREERS</b>	9.3.12.AR-PRF.3, 9.3.12.AR PRF.4	9.3.12.AR-PRF.3, 9.3.12.AR PRF.4	9.3.12.AR-PRF.3, 9.3.12.AR PRF.4
<b>Essential Questions</b>	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?
<b>Content</b>	The Elements of Music	Medieval, Renaissance, and Baroque Music	The Classical and Romantic Periods of Music History
<b>Skills and Content</b>	<ul style="list-style-type: none"> <li>Define the elements of music: rhythm, timbre, form, meter, pitch, harmony, melody, volume, and tempo</li> <li>Identify diverse styles of music (e.g., classical, folk, heavy metal, hip hop, jazz, punk, rock)</li> <li>Demonstrate comprehension of the elements of music through aural exercises</li> <li>Compare and contrast the elements of music in diverse styles and historical and cultural influences</li> <li>Investigate and document the commonality among diverse styles of music</li> <li>Analyze and apply musical notation in practice</li> <li>Assess historical significance, cultural context, foreign</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research about the history and lifestyles of the Medieval, Renaissance, and Baroque periods, including art and architecture</li> <li>Differentiate between secular and sacred music</li> <li>Identify the target audience of each historical period</li> <li>Synthesize knowledge of the elements of music in critical listening exercises of Gregorian chant, Renaissance, motets, and simple orchestral compositions</li> <li>Assess the effect of changing societal expectations on the evolution of musical styles from sacred to secular</li> <li>Assess historical significance, cultural context, and composer's</li> </ul>	<ul style="list-style-type: none"> <li>Assess the contribution of Mozart to the music of the classical period (e.g., structure of a symphony, chord</li> <li>progressions, orchestration)</li> <li>Analyze the music of Mozart to identify the elements of music</li> <li>Collaborate with peers to conduct research of the life of Beethoven</li> <li>Employ technology to report research findings critique art forms of the classical period (e.g., architecture, music, paintings)</li> <li>Analyze the effect of Beethoven on the arts (e.g., virtuoso performances, emotional impact of music, experimentation with the elements of music)</li> </ul>

	<p>language symbols, and composer's intent in diverse compositions</p> <ul style="list-style-type: none"> <li>• Reflect on learning goals in an electronic journal entry</li> </ul>	<p>intent in diverse compositions</p> <ul style="list-style-type: none"> <li>• reflect on learning goals in an electronic journal entry</li> </ul>	
<b>Accommodations and Modifications</b>	<p><b>Special Education Students</b>  <a href="https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing">https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing</a></p> <p><b>Gifted and Talented Students</b>  <a href="https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfNVWvFCERzj4IjZD3bsecA/edit?usp=sharing">https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfNVWvFCERzj4IjZD3bsecA/edit?usp=sharing</a></p> <p><b>ES/ELL Students</b>  <a href="https://docs.google.com/document/d/1eqfZ04Y9jeCYKONdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing">https://docs.google.com/document/d/1eqfZ04Y9jeCYKONdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing</a></p> <p><b>At-Risk Students</b>  <a href="https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgk0/edit?usp=sharing">https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgk0/edit?usp=sharing</a></p> <p><b>Students with 504 Plans</b>  <a href="https://docs.google.com/document/d/1cyNmfoi0vBwAOWgsTw5RVjHVim1KIYyJ_TgWxP8U-0/edit?usp=sharing">https://docs.google.com/document/d/1cyNmfoi0vBwAOWgsTw5RVjHVim1KIYyJ_TgWxP8U-0/edit?usp=sharing</a></p>		
<b>Integration of Technology</b>	<p>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</p>		
<b>Writing</b>	<p>Written responses, conclusions and analysis of exploratory activities, electronic journal entries</p>		
<b>Formative Assessments</b>	<p>Class discussions, teacher observation, musical compositions, peer and self-assessments, performance scoring rubric, written assessments</p>		
<b>Summative Assessments</b>	<p>Quizzes, tests, musical compositions, written assessments</p>		
<b>Performance Assessments</b>	<p>Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Winter Concert)</p>		
<b>Suggested Materials and Resources</b>	<p>Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, podcasts</p>		

	<b>December</b>	<b>January</b>	<b>February</b>
<b>NJSLS Visual and Performance Arts</b>	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
<b>NJSLS Technology</b>	8.1.12.A.3	8.1.12.A.3	8.1.12.A.3
<b>NJSLS 21<sup>st</sup> Century Life and Careers</b>	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
<b>NJSLS English Language Arts</b>	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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
<b>21<sup>st</sup> CENTURY LIFE AND CAREERS</b>	9.3.12.AR-PRF.3, 9.3.12.AR PRF.4	9.3.12.AR-PRF.3, 9.3.12.AR PRF.4	9.3.12.AR-PRF.3, 9.3.12.AR PRF.4
<b>Essential Questions</b>	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?
<b>Content</b>	Musical Notation	Orchestration	Experiments in Sound
<b>Skills and Content</b>	<ul style="list-style-type: none"> <li>Define musical notation terms (e.g., clefs, rhythmic notation, staff)</li> <li>Determine how the needs of musicians are met through a common language of notation</li> <li>Assess patterns in musical notation using half steps, whole steps and major and minor scales</li> <li>Analyze annotated rhythm and meter in examples of musical notation</li> <li>Determine the relevance of foreign languages in the analysis of music</li> <li>Conduct research of the history of technology in music</li> </ul>	<ul style="list-style-type: none"> <li>Identify instrument families (e.g., brass, percussion, string, woodwind) by name and sound</li> <li>Synthesize knowledge of the elements of music and instrumentation in the assessment of diverse musical styles</li> <li>Conduct research of late 20th century and current composers and their work</li> <li>Utilize technology to report research findings</li> <li>Assess the use of orchestration in the works of 20th century and current composers through aural exercises</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast time-based and meter-based musical notation</li> <li>Investigate technological innovations in musical notation</li> <li>Critique the compositions of 20th and 21st century composers for evidence of the elements of music</li> <li>Use digital and analog tools to create personal compositions</li> </ul>

<b>Accommodations and Modifications</b>	<p><b>Special Education Students</b>  <a href="https://docs.google.com/document/d/1LLYqXNhBHnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing">https://docs.google.com/document/d/1LLYqXNhBHnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing</a></p> <p><b>Gifted and Talented Students</b>  <a href="https://docs.google.com/document/d/1hktr4hVNjhF53EKtKUKwfNVWvFCERzj4ljZD3bsecA/edit?usp=sharing">https://docs.google.com/document/d/1hktr4hVNjhF53EKtKUKwfNVWvFCERzj4ljZD3bsecA/edit?usp=sharing</a></p> <p><b>ES/ELL Students</b>  <a href="https://docs.google.com/document/d/1eqfZ04Y9jeCYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing">https://docs.google.com/document/d/1eqfZ04Y9jeCYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing</a></p> <p><b>At-Risk Students</b>  <a href="https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing">https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing</a></p> <p><b>Students with 504 Plans</b>  <a href="https://docs.google.com/document/d/1cyNmFOi0vBwAOWgsTw5RVjHVim1KIYyJ_TgWxP8U-0/edit?usp=sharing">https://docs.google.com/document/d/1cyNmFOi0vBwAOWgsTw5RVjHVim1KIYyJ_TgWxP8U-0/edit?usp=sharing</a></p>
<b>Integration of Technology</b>	<p>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</p>
<b>Writing</b>	<p>Written responses, conclusions and analysis of exploratory activities, electronic journal entries</p>
<b>Formative Assessments</b>	<p>Class discussions, teacher observation, musical compositions, peer and self-assessments, performance scoring rubric, written assessments</p>
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<b>Suggested Materials and Resources</b>	<p>Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, podcasts</p>

	March	April	May
<b>NJSLS Visual and Performance Arts</b>	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
<b>NJSLS Technology</b>	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
<b>NJSLS 21<sup>st</sup> Century Life and Careers</b>	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
<b>NJSLS English Language Arts</b>	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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
<b>Essential Questions</b>	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?
<b>Content</b>	New Sounds in Music	Creation through Technology	Practical Applications of Musical Technology
<b>Skills and Content</b>	<ul style="list-style-type: none"> <li>Investigate examples of alternative sounds in musical compositions</li> <li>Synthesize knowledge of musical notation to create a personal composition</li> <li>employ digital tools as needed in the creation of a personal composition</li> <li>Apply the elements of music in the performance of a personal composition</li> <li>Analyze the effectiveness of the use of alternative sounds in a personal composition</li> <li>Reflect on learning goals in an electronic journal entry</li> </ul>	<ul style="list-style-type: none"> <li>Discuss ways in which technology changed modern music (e.g., nonlinear editing, overdubbing)</li> <li>Assess the effectiveness of the use of technology in current musical compositions and recordings</li> <li>Analyze the use of computer applications in the performance of personal compositions</li> <li>Reflect on learning goals in an electronic journal entry</li> </ul>	<ul style="list-style-type: none"> <li>Identify careers in music (e.g., composer, electrical technician, performer, producer, “roadie”, sound engineer)</li> <li>Assess the impact of technology on possible present and future careers in music</li> <li>Compare and contrast composition versus compilation of music using technology</li> <li>Analyze legal issues that govern intellectual property (e.g., copyright laws, fair use, remixing of music, viral videos)</li> <li>Reflect on learning goals in an electronic journal entry</li> </ul>

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<b>Integration of Technology</b>	<p>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</p>
<b>Writing</b>	<p>Written responses, conclusions and analysis of exploratory activities, electronic journal entries</p>
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<b>Summative Assessments</b>	<p>Quizzes, tests, musical compositions, written assessments</p>
<b>Performance Assessments</b>	<p>Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Winter Concert)</p>
<b>Suggested Materials and Resources</b>	<p>Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, podcasts</p>



	<b>June</b>
<b>NJSLS Visual and Performance Arts</b>	1.1.12.B.1-2, 1.2.12.A.1-2, 1.4.12.A.1-4, 1.4.12.B.1-2
<b>NJSLS Technology</b>	8.1.12.A.1, 8.1.12.A.3, 8.1.12.D.1
<b>NJSLS 21<sup>st</sup> Century Life and Careers</b>	9.3.12.AR PRF.4, 9.3.12.AR-PRF.7
<b>NJSLS English Language Arts</b>	<b>(Gr.9-10)</b> 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 <b>(Gr.11-12)</b> 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
<b>Essential Questions</b>	What would life be like without music?
<b>Content</b>	Music in Everyday Life
<b>Skills and Content</b>	<ul style="list-style-type: none"> <li>• To identify societal uses of music (e.g., advertisement, propaganda, accompaniment to visual art forms, personal statements)</li> <li>• Analyze how music affects personal experiences</li> <li>• Assess how ceremonies, films, games, and videos are enhanced using music</li> <li>• Utilize technology to present a multimedia presentation using music</li> <li>• Critique personal use of music in a presentation</li> </ul>
<b>Accommodations and Modifications</b>	<p><b>Special Education Students</b> <a href="https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing">https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing</a></p> <p><b>Gifted and Talented Students</b> <a href="https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfvNVWvFCERzj4ljZD3bsecA/edit?usp=sharing">https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfvNVWvFCERzj4ljZD3bsecA/edit?usp=sharing</a></p> <p><b>ES/ELL Students</b> <a href="https://docs.google.com/document/d/1eqfZ04Y9jeCYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing">https://docs.google.com/document/d/1eqfZ04Y9jeCYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing</a></p> <p><b>At-Risk Students</b> <a href="https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing">https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing</a></p> <p><b>Students with 504 Plans</b> <a href="https://docs.google.com/document/d/1cyNmfOi0vBwAOWgsTw5RVjHVim1KIYj_TgWxP8U-0/edit?usp=sharing">https://docs.google.com/document/d/1cyNmfOi0vBwAOWgsTw5RVjHVim1KIYj_TgWxP8U-0/edit?usp=sharing</a></p>
<b>Integration of Technology</b>	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
<b>Writing</b>	Written responses, conclusions and analysis of exploratory activities, electronic journal entries
<b>Formative Assessments</b>	Class discussions, teacher observation, musical compositions, peer and self-assessments, performance scoring rubric, written assessments

<b>Summative Assessments</b>	Quizzes, tests, musical compositions, written assessments
<b>Performance Assessments</b>	Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Winter Concert)
<b>Suggested Materials and Resources</b>	Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, podcasts