

COURSE OF STUDY GUIDE

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: General Music

DEPARTMENT: Music DATE REVISED: January, 2015

GRADE: 7

I. COURSE ORGANIZATION

Length: ____30 day rotation/1 marking period ____ Credits: _____

Periods Per Week:3 (2 blocks, 1 single) Weighted: _____

Prerequisite: none

II. COURSE DESCRIPTION

The 7th grade music class is designed to use music from many world cultures: Africa (music from Ghana and South Africa), Asia (India, Indonesia, and China), Europe (France), Polynesia (Hawaii and other Pacific Islands), and various types of dance, musicals (“West Side Story”), active listening, and a summative project incorporating technology and research skills (when time allows). Listening examples that are relevant are played each day. Adjustments to schedule and materials are made as necessary, By the end of their time in 7th grade music, students will be able to experience music as a creative art form of many diverse cultures; understand the emotions and backgrounds of others through music; expand their knowledge of music from different cultures; explore elements of music and connect them to the visual arts as well; correctly use music terminology while in the music classroom; correctly use and identify rhythmic and melodic notation.

III. COURSE MISSION

The seventh grade music curriculum is designed to enhance the students’ creativity, increase awareness of different world cultures and their music, and increase listening and critical thinking skills at the Richard M. Teitelman school.

IV. DEPARTMENT MISSION

To foster a life-long love of learning and appreciating music from various cultures and societies.

VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- Kinesthetic and Oral
Example: Project presentations, participation in class discussion
- Written
Example: listening journals, guides, and written analysis of musical examples
- Visual
Example: videos and powerpoint presentations
- Public Speaking
Example: Project presentations and participation in class discussion

VII. POSSIBLE ASSESSMENT TASKS

Written- graded classwork and project work

Oral- participation in class discussion and project presentations

Visual- videos with questions, powerpoint presentations

Kinesthetic- rhythmic clapping, demonstration of certain techniques used in musical examples

VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

Content Pacing Guide & Standards

Unit Title: Elements, Familiarity and Origins of Music		
Content Identify and define Elements of Music (melody, harmony, rhythm, tone color, form, dynamics, and tempo). Listening activity: describe and identify familiarity with 10 musical examples from around the world, then identify instruments/voice types and country of origin.	Standards NJCCCSVPA- 1.1.8.B.1-2; 1.4.8.A.1 CCSS- CRP- 2,4 Reading- 1,4 Math- 8.EE.5, 7RP2 CCTC-1,2,4	Time Frame 2-3 class periods
Unit Title: Africa		
Content Children’s game songs from USA and game songs from Ghana; listening activity: Afro-pop song and how this music is influential to the culture. Defining call and response, apartheid, segregation, improvisation. Use of music in the Civil Rights Movement and in the anti-apartheid movement in South Africa-comparison of 2 songs typical of those movements.	Standards NJCCCVPA- 1.1.8.B.1-2; 1.4.8.A.1 CCSS CRP- 2,4 READING- 2,6 WRITING- 4 MATH- 7RP2.a, 7NS2 CCTC- 2,4	Time Frame 2-3 class periods
Unit Title: Opera		
Content Comparing music from a Peking Opera (China) to a French opera (Bizet’s “Carmen”). Read summary of each opera; listen to significant song from each and compare sources of sound, size of group, tempi, language, dynamics, purpose, audience, mood.	Standards NJCCCSVPA- 1.2.8.A.1-3; 1.4.8.A.1-5 CCSS- CRP- 2,4,12 READING/LA- 4,6	Time Frame 3-4 class periods

	WRITING-5 CCTC- 2,4,8	
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Unit Title: World Instruments		
Content New vocabulary for world instrument: cordophone, aerophone, idiophone, membranophone, corpophone and examples of each type of instrument. Define ethnomusicologist: someone who studies music of other cultures. (Which is what we've done during the rotation) Applying definitions of world instruments to real "live" examples of world instruments (quiz)	Standards NJCCCSVPA- 1.1.8.B.1-2 CCSS- READING-4 WRITING- 2.4 MATH- 7RP1, 7RP2 CCTC- 2	Time Frame 2 class periods (1 for introduction, 1 for quiz)

Unit Title: Hawaii and Dance- Polynesian and Theatrical		
Content Aspects and brief history of Hawaiian culture and music- presentation of important sites in Hawaii and their significance, and video presentation "Hawaiian Heritage." If time- video performance of "Horizons," which includes dance from 7 Pacific Islands. Students are required to note differences in styles, music, and performers. Theatrical Dance: Leonard Bernstein's "West Side Story" and how dance is important to the story. Paying attention to the story (video presentation) and listening activity: identifying the "Symphonic Dances" by written description and active listening.	Standards NJCCCSVPA- 1.1.8.B.1-2; 1.2.8.A.1-3; 1.4.8.A.1-7; 1.4.8.B.3 CCSS- CRP- 2,4,12 READING- 2,8 WRITING- 2.4 MATH- 7RP2 CCTC- 2,3,5,8	Time Frame 7-8 class periods

Unit Title: Projects- when schedule allows		
Content Anti-Bullying Rap: students are grouped and tasked with writing an original rap of 2 verses and a chorus that advocates anti-bullying (other topics to be considered). This connects to the overall message of "West Side Story"- don't judge a book by its cover, violence isn't the answer. Student groups present at the conclusion of given time, and reflect on the process and their contributions. Final Project: World Music Olympics. In pairs, students choose a country and use Media Center resources to research their country and its significant contributions to music (composers, dance, instruments, etc).	Standards Anti-Bullying Project- NJCCCSVPA- 1.1.B.1-2; 1.3.8.B.1-4; 1.4.8.A.1-7 CCSS- CRP- 1,2,4,6,8,12 READING- 1,4,8 WRITING- 4 MATH- 7RP2 CCTC- 2,3 Final Project- NJCCCSVPA- 1.2.A.8.2-3 CCSS- CRP- 1,2,4,8,11,12 READING- 1,4 WRITING- 4,6-8 CCTC- 2,7,8	Time Frame 7-8 class periods- includes research time and presentation time for project, if done

IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS

Possible instructional techniques may include but may not be limited to the following:

Resource Center – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

Inclusion – Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities

Enrichments – Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher's resource guide of the approved textbook series.

X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS

Videos: West Side Story, Hawaiian Heritage, Horizons: Where the Sea Meets the Sky *Illustrations: paintings/pictures of significant composers or performances* *Art: Music: throughout the rotation- music is played at each lesson*
Other Subjects: geography, mathematics, social studies, history, world cultures, language arts

XI. MATERIALS/TECHNOLOGY

Hawaiian Heritage; Horizons: Where the Sea Meets the Sky; West Side Story- video presentations

Music- from textbook series, purchased on iTunes for specific lessons