

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Piano	Grade Level(s): 8
Department: Visual and Performing Arts	Credits: N/A
BOE Adoption Date: October 2016	Revision Date(s): October 2019

ABSTRACT

Keyboarding (Music 8) is designed to teach the concepts and fundamentals needed to perform on the piano. In this course students will explore the theoretical concepts needed to successfully read and write music, and increase their musical understanding of chords and keys and accompaniment patterns for this instrument. In this lab class students will play melodies (*from the perspective of?*) several positions, practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. At the completion of this course, the students will write and perform their own piece of music including but not limited to lyrics, chordal accompaniment and performance. Course work will focus on the following:

1. Developing a strong sense of rhythm, pitch, timing, note recognition, meter, tempo, clef recognition and musical vocabulary throughout this course. Students will be able to demonstrate their knowledge and understanding of these musical concepts through the consistent performance, formative testing, summative testing and peer to peer critique.
2. Perform both independent and in groups and the application of theoretical understanding of expressive and dynamic music terminology to the performance of written music in the grand staff.
3. Examine and discuss the effect music had on popular pianists of a time period of their choosing.
4. Compose and perform student authored music inclusive of all concepts presented throughout the courses 18 weeks. This student composition will be performed in front of their classmates for constructive feedback, celebration and critique.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJ SLS).

Curriculum & Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with South Harrison Township Elementary

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*).
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the New Jersey Student Learning Standards (NJSLS) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the New Jersey Student Learning Standards (NJSLS) by providing an example from which to work and/or a product for implementation.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*

15. Summative Assessments: Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. 21st Century Skills: These skills emphasize the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Music 8 - Keyboarding

Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: Understanding Musical Concepts and Theory</p>	<p>2 Weeks Semester 1 September Semester 2 January</p>	<p>NJ SLS VPA. 1.1.8.B.2 NJ SLS VPA. 1.3.8.B.3</p>	<p>Students will understand that identifying musical elements is the key to musical literacy.</p> <ul style="list-style-type: none"> • Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo etc. to identify musical elements and to describe and critique music. • Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom. • Students will be able to apply their knowledge of musical elements through the performance of music. 	<ul style="list-style-type: none"> • Staff, Clef, Pitch identification • Rhythm, Beat and Rests • Meter, Time Signature Note Duration • Musical vocabulary and application.
<p>Unit 2: Performing Musical Pieces and Applying Musical Concepts</p>	<p>13 Weeks</p>	<p>VPA 1.3.8.B.1 VPA 1.3.8.B.2 VPA 1.3.8.B.3</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of a musical composition. • Students will be able to perform alone and in front of others. • Students will be able to use musical vocabulary to critique the performance of others. 	<ul style="list-style-type: none"> • Perform alone and with others. • Apply musical concepts through solo and small group performance. • Critique performance of others. • Perform music accurately and expressively. • Differentiate between musical styles.
<p>Unit 3: Researching Musical Pianists and How their contributions effected Music</p>	<p>1 Week</p>	<p>LA.7.CCSS.ELA-literacy.CCRA.W.2 9.3.12.AR-PRF.1</p>	<ul style="list-style-type: none"> • Students will be able to write an informative text about a famous pianist. • Students will effectively organize and analyze the content in order to 	<ul style="list-style-type: none"> • Research and Application • PowerPoint • Use of Technology • Public Presentation • Public Speaking

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			present information about a particular pianist to the class.	
Unit 4: Composition	2 Weeks	VPA 1.3.8.B.3	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the creation of a musical composition. • Students will be able to demonstrate their understanding of musical elements by performing musical documents in a group setting. 	<ul style="list-style-type: none"> • Public Performance • Public Presentation • Critique • Composition Project • Music writing and application. • Application of lyrics in a musical piece

Unit: 1: Understanding Musical Concepts and Theory	Recommended Duration: 2 Weeks in September and in January
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Unit Description: This unit is an introduction to the basic elements of music theory. Throughout this unit, students will be introduced to the concepts of music theory as it relates to this course, basic pitch notation, meter and rhythm, note duration and recognition, dynamics, tempo and vocabulary. Students will demonstrate their understanding of these musical concepts by writing musical documents and critiquing the work of others.

Essential Questions:	Enduring Understandings:
<p>Why is it important for music students to learn and understand music theory?</p> <p>How do the varied concepts of music come together to form a musical composition?</p>	<ul style="list-style-type: none"> • The process of creating music is a highly personal one but does reflect the culture and historical background of the artist. A common vocabulary allows artists of varied cultures and backgrounds to gain insight, understanding and appreciation of each other’s works. • The process of creating music is neither haphazard nor random. The way that the elements of rhythm, melody and harmony are used by each artist results in an aesthetically pleasing but unique composition. This, taken with the cultural and historical background of the artist, accounts for the wide diversity of styles of music.

Relevant Standards:	Learning Goals: Students Will...	Learning Objectives: Students will be able to...
<p>VPA. 1.1.8.B.2</p> <p>VPA. 1.3.8.B.3</p>	<p>10 Days/ 2 weeks</p> <ul style="list-style-type: none"> • Understand that identifying musical elements is the key to musical literacy. • Be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo etc. to identify musical elements and to describe and critique music. • Be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom. • Be able to apply their knowledge of musical elements through the performance of music. 	<p>Students will be able to identify the elements of basic pitch notation including the staff, clefs, ledger lines, grand staff, intervals, vocabulary.</p> <p>Students will be able to identify meter, time signature, beat, rhythm, dynamics, articulation.</p> <p>Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom.</p> <p>Students will be able to apply their knowledge of musical elements through the performance of music.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily review of musical terms • Music work/note book • Peer critique • Group Work • Pre-Test 	<ul style="list-style-type: none"> • Terms Quiz • Pitch Quiz • Rhythm Quiz • Theory Unit Test 	<ul style="list-style-type: none"> • Rhythmic playing test. • Pitch identification playing test. 	<ul style="list-style-type: none"> • Formally critique/discuss the use of music theory in a piece of music. • Analyze a musical composition presented in written form and identify the musical concepts contained in that composition. • Perform rhythms on various percussive instruments or sticks on desks. • Perform pitches on the marimba in the classroom. <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Formally critique/discuss the use of music theory in a piece of music. • Analyze a musical composition presented in written form and identify the musical concepts contained in that composition <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Perform rhythms on various percussive instruments or sticks on desks. • Perform pitches on the marimba in the classroom

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Additional time to complete tasks/projects • Performance vs. Written tasks/projects • Multiple attempts 			

Instructional Strategies
<ul style="list-style-type: none"> • Identifying Critical Information • Previewing New Content • Chunking • Reflecting on Learning • Reviewing Content • Organizing students to practice and deepen knowledge • Practicing skills, strategies and Process • Providing Resources and Guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Small group vs. individual work • Hands on activities • Instructions/expectations given several different ways (lecture/listening/written) 	<ul style="list-style-type: none"> • Small group vs. individual work • Hands on activities 		

Unit Vocabulary:
<p>Essential: Staff, treble clef, bass clef, ledger line, grand staff, meter, rhythm, pitch, notation, time signature, bar line, double bar line, beat</p> <p>Non-Essential: percussion, marimba, tempo, dynamics</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE:	Technology: Chromebook You Tube, Digitally recorded music examples	21 st Century Life and Careers: 9.3.12.AR-PRF .4 Demonstrate knowledge of music theory	9.3.12.AR-PRF .4 Demonstrate knowledge of music theory

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
World Languages: Social Studies: Library:			

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Percussion Instruments • Theory Worksheets • Staff paper • Notebook • Teacher constructed exercises and examples • Various recorded musical examples

Unit: 2: Performing Musical Pieces and Applying Musical Concepts	Recommended Duration: 13 Weeks starting Mid-Sept to January
Unit Description: This unit is intended to introduce students to the basic performance of a synthesizer keyboard. Throughout this unit, students will synthesize the basic musical concepts learned into the performance of a musical composition. Students will be able to perform alone and in front of others. Students will be able to use musical vocabulary to critique the performance of others.	

Essential Questions:	Enduring Understandings:
<p>How do we successfully and effectively rehearse and perform?</p> <p>How do we communicate musical concepts into a piece of music?</p> <p>Why do I need to know musical vocabulary and how does it enhance my musical knowledge?</p>	<ul style="list-style-type: none"> • Regular practice is essential to student progress. • Communicating concepts through music gives music its meaning. The concepts help make a piece of music come alive, it's not about reading the notes on a page, it's about making more out of the notes on a page. • In order to discuss/critique music with others, it is imperative that we develop a musical vocabulary we all understand. In order to achieve musicality, displaying knowledge through performance will help you achieve success.

Relevant Standards:	Learning Goals: Students Will...	Learning Objectives: Students will be able to...
VPA. 1.3.8.B.1 VPA. 1.3.8.B.2 VPA. 1.3.8.B.3	<ul style="list-style-type: none"> • Be able to apply their knowledge of musical elements through the performance of music. • Perform independently and in groups. • Apply theoretical understanding of the concepts included in their repertoire and prove it through performance. • Synthesize skills appropriate to performing and presenting and piece of music. 	<p>Students will be able to perform concepts of note duration, note recognition, meter, time signature, rhythm and beat.</p> <ul style="list-style-type: none"> • Students will be able to perform dynamics and articulations. • Students will be able to demonstrate their understanding of musical vocabulary through performance. • Students will be able to perform independently and within groups.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily practice exercise. • Rehearsal technique • Peer critique • Group Performance • Pre-Test 	<ul style="list-style-type: none"> • Performance piece Quiz • Pitch Quiz • Rhythm Quiz • Performance Unit Test 	<ul style="list-style-type: none"> • Rhythmic playing test. • Pitch identification playing test. • Music Performances • Performance of Final Project 	<ul style="list-style-type: none"> • Formally critique/discuss the performance of others in the classroom. • Perform a musical composition presented in written form and apply the musical concepts contained in that

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<p>composition.</p> <ul style="list-style-type: none"> • Perform rhythms on various percussive instruments or sticks on desks. • Perform pitches on the keyboard in the classroom. <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Describe the musical concepts that make up a piece of music. • Analyze a musical composition presented in written form and perform the musical concepts contained in that composition <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Performance of various pieces of music. • Perform musical concepts contained in a piece of music.

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Additional time to complete tasks/projects • Performance vs. Written tasks/projects • Multiple attempts at performance • Performance helper 			

Instructional Strategies:
<ul style="list-style-type: none"> • Organizing students to interact with new Knowledge • Previewing New Content • Chunking • Engage students in cognitively complex tasks. • Providing Resources and Guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Small group vs. individual work • Hands on performance • Instructions/expectations given several different ways (lecture/listening/written) • Performance helper 			

Unit Vocabulary:
Essential: Staff, treble clef, bass clef, ledger line, grand staff, meter, rhythm, pitch, notation, time signature, bar line, double bar line, beat Non-Essential: tempo, dynamics, solo, accent

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: NJSLSA. R5. RI 8.4 Mathematics: Science: Visual and Performing Arts: VPA. 1.3.8.B.1 VPA. 1.3.8.B.2 VPA. 1.3.8.B.3 Health/PE: World Languages: Social Studies: Technology:	Technology: Computer Synthesizers		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
21 st Century Life and Careers: Library:			

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Various pieces of music provided by the teacher • Alfred’s Basic Piano for the Later Beginner Level1 • Alfred’s Basic Piano for the levels 2 and 3 • Notebook • Teacher constructed exercises and examples

Unit: 3: Researching Musical Pianists and How their contributions effected Music	1. Recommended Duration: 1 Week in January and 1 week in June
Unit Description: This unit is intended to introduce students to the contributions of famous pianists both past and present. This unit will allow students to write an informative text about a famous pianist. Students will effectively organize and analyze the content in order to present information about a particular pianist to the class.	

Essential Questions:	Enduring Understandings:
How does one pianist’s style influence another? In what ways have people used music to express their values and describe their experiences?	<ul style="list-style-type: none"> • Music is a universal language • Music expresses human experiences and values • Music expands understanding of the world, its people and one’s self • History and culture influence music.

Relevant Standards:	Learning Goals: Students Will...	Learning Objectives: Students will be able to...
VPA 1.2.8.A.2 VPA 1.2.8.A.3 VPA 1.4.8.B.1	<ul style="list-style-type: none"> • Define appropriate vocabulary to describe a certain pianist. • Create a PowerPoint presentation • Research and present a pianist both in present time and in past. • Understand that music from any genre 	<ul style="list-style-type: none"> • Students will be able to use terms in context to certain pianist’s styles and genres. • Students will be able to present a PowerPoint presentation on a certain pianist of their choice. • Students will be able to research information on a pianist of their choice.

Relevant Standards:	Learning Goals: Students Will...	Learning Objectives: Students will be able to...
	conveys a certain message.	<ul style="list-style-type: none"> • Students will be able to describe the genre of music that their pianist performed.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily participation. • PowerPoint knowledge. • Use of transitions. • Use of Music 	<ul style="list-style-type: none"> • Project PowerPoint • Project Presentation 	<ul style="list-style-type: none"> • Presentation of Project to the class. 	<ul style="list-style-type: none"> • Formally critique/discuss the performance of others in the classroom. • Produce a PowerPoint presentation on a pianist of their choice. • Question/answer session on the pianists. <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Describe which pianist interests you most and explain your answer in detail. • Produce a PowerPoint presentation on a pianist of your choice. <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Presentation of PowerPoint. • Production of PowerPoint

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Additional time to complete tasks/projects • Presentation vs. Written tasks/projects • Multiple attempts at presentation • Presentation helper 			

Instructional Strategies:
<ul style="list-style-type: none"> • Providing Clear Learning Goals and Scales • Tracking Student Progress • Identifying Critical Information • Organizing Students for Cognitively Complex Task • Noticing When Students are not Engaged • Applying Consequences for Lack of Adherence to Rules and Procedures • Acknowledging Adherence to Rules and Procedures

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Small group vs. individual work • Hands on performance • Instructions/expectations given several different ways (lecture/listening/written) • Presentation helper 			

Unit Vocabulary:
Essential: PowerPoint, pianist, performance, synthesizer, genre, style Non-Essential: task, piano

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: CCRA. W.7 Mathematics: Science: Visual and Performing Arts: VPA 1.2.8.A.2 VPA 1.2.8.A.3 VPA 1.4.8.B.1	Technology: Computers, PowerPoint, projector		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: 9.2.8.B.1 Library:			

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Computer • Pianist Names to research • Internet sites

Unit: 4: Composition	2. Recommended Duration: 2 Weeks in January, 2 Weeks in June
Unit Description: This unit examines the use of lyrics in a composition and performance of such composition. In addition, this unit gives students the opportunity to apply the concepts learned thus-far to create a musical composition.	

Essential Questions:	Enduring Understandings:
How can one develop a composition using concepts of theory? What is the role of a composer and lyricist?	<ul style="list-style-type: none"> • Developing a piece of music is like a puzzle you have to put together. • A piece of music includes theory concepts. • Lyric interpretation includes concept of rhythm. • Composers and lyricists are generally two different jobs.

Relevant Standards:	Learning Goals: Students Will...	Learning Objectives: Students will be able to...
VPA 1.3.8.B.2 VPA 1.3.8.B.3 VPA 1.4.8.A.5	<ul style="list-style-type: none"> • Synthesize the basic musical concepts learned into the creation of a musical composition. • Examine the role of the composer and Lyricist. 	<ul style="list-style-type: none"> • Students will be able to develop and create an original piece of music with lyrics. • Students will be able to apply music theory concepts into a written piece of music. • Students will be able to create lyrics and tie them to rhythms in student authored piece of music. • Students will be able to distinguish between the job description/expectations of a lyricist and a composer.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Lyric creation • Rhythmic tie-in • Note placement in the correct clefs. • Correct note duration with careful attention to time signature. 	<ul style="list-style-type: none"> • Performance of Project • Written Project 	<ul style="list-style-type: none"> • Presentation of Project to the class. 	<ul style="list-style-type: none"> • Formally critique/discuss the performance of others in the classroom. • Produce a piece of music and present it to the class. • Critique on presentation by classmates.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<p>Major Assignments (required):</p> <ul style="list-style-type: none"> Formally critique a musical composition written by another in your class and please use musical vocabulary learned in this unit. Present a piano project originally written by you including lyrics, notes and title. <p>Major Activities (required):</p> <ul style="list-style-type: none"> Play your piano project to the class. Analyze your neighbor's piece of music.

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Additional time to complete tasks/projects Presentation vs. Written tasks/projects Multiple attempts at presentation Presentation helper 			

Instructional Strategies:
<ul style="list-style-type: none"> Tracking Student Progress Celebrating Success Recording and Representing Knowledge Reflecting on Learning Providing Resources and Guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Small group vs. individual work Hands on performance with help 			

Possible Instructional Modifications /Accommodations/Differentiation:			
<ul style="list-style-type: none"> • Instructions/expectations given several different ways (lecture/listening/written) • Performance helper 			

Unit Vocabulary:
Essential: staff, grand staff, meter, time signature, beat, rhythm, lyric, note duration, bar line, double bar line Non-Essential: staff paper, notation

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: NJLSA.R5 Mathematics: Science: Visual and Performing Arts: VPA 1.2.8.A.2 VPA 1.2.8.A.3 VPA 1.4.8.B.1 Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: Library:	Technology: Synthesizer, power supply		

Resources:**Texts/Materials:**

- Staff Paper
- Pencils
- Theory Notes
- Piano Books