ABSTRACT

Students in the Musical Foundations course build their knowledge of music as they examine rhythmic and tonal notation and learn to use a music vocabulary. Practical experience includes the use of voice and basic instruments, such as handbells, recorders, and pianos. Students read and write music of various styles during this exploratory course. Twenty-first century life skills are emphasized as students set performance goals, reflect on their progress using technology, and assimilate their learning in the design of a music course.
### Musical Foundations – Grade 7

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<tr>
<th>Month/Marking Period</th>
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<th>Days 6-10</th>
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**Essential Question:**
- How do we identify the most basic elements of music?
- How are music and mathematics related?
- What techniques produce a quality performance on the recorder?
- In what ways can singing benefit playing an instrument?

**Content:**
- **Traditional Rhythmic Music Notation**
  - Handbells
- **Advanced Rhythms**
  - Solfege
- **Recorders**
  - Preparing to Perform

**Skills and Topics:**
- Identify, read, and write traditional music notation (e.g., quarter notes, half notes, whole notes)
- Analyze elements of the grand staff (e.g., key signature, time signature, clefs)
- Assess the basic technique for performance on handbells
- Utilize the grand staff in music performance
- Institute musical composition using technology, such as Garage Band
- Extend identification, reading, and writing of traditional music notation (e.g., eighth notes, quarter notes, sixteenth notes, dotted rhythms)
- Compare the grand staff to a mathematical graph
- Utilize the grand staff in musical performance
- Explore moveable “Do” solfege
- Classify notes using moveable “Do” solfege techniques
- Sight sing scalar passages ranging a major fifth
- Apply the production of notes using “Do” solfege techniques and hand signs to recorder performance
- Sight sing scalar passages ranging an octave
- Demonstrate proper breathing and fingering techniques in performance of recorder music ranging a perfect fifth
- Assess recorder performances using listening strategies
- Employ a scoring rubric to assess performance
- Classify notes to be sung and played
- Apply musical notation knowledge to vocal performance
- Assess the impact of vocal performance on instrumental performance
- Practice solo and group performances
- Demonstrate proper breathing techniques while performing on the recorder (e.g., music ranging an octave)
- Employ a scoring rubric to assess performance

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, SMART Boards, recording equipment, Garage Band, LCD projector, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities

**Formative Assessments:**
- Student participation, peer evaluation, self-analysis, self-reflection, improvisations, journal entries, scoring rubric

**Summative Assessments:**
- Quizzes, tests, group and individual presentations

**Performance Assessments:**
- Group and individual presentations, musical performances, improvisations, concerts, Garage Band project, multimedia presentations
### SOMERVILLE PUBLIC SCHOOLS

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**21st Century Themes:**

- Global Awareness
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy
- Health Literacy

**21st Century Skills:**

- Creativity and Innovation
- Media Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills
- Information and Communication Technologies Literacy
- Communication and Collaboration
- Information Literacy

**Resources:**

- Internet resources, teacher-prepared resources, digital communication, musical CDs and DVDs

**Careers:**

Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

*2016 NJSLS:

RL: Reading Literature
RI: Reading Informational Text
W: Writing
SL: Speaking and Listening
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# Musical Foundations – Grade 7

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<td>What techniques contribute to a quality performance on the piano?</td>
<td>How is a study of music implemented?</td>
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**Skills and Topics:**

- brainstorm the components of solo versus group performance
- compare and contrast solo versus group performance in written and oral forms
- prepare individual performance
- apply musical knowledge in individual performance
- create performance goals
- employ a scoring rubric to assess performance
- analyze the attainment of performance goals in a reflective electronic journal entry
- discuss the elements of elementary keyboard performance
- classify notes to be sung and played
- create performance goals
- apply musical knowledge to play elementary keyboard compositions
- analyze the attainment of performance goals in a reflective electronic journal entry
- collaborate to determine the major course elements of music study
- identify the content of written and performance assessments
- reflect on personal goals attainment in a reflective electronic journal entry
- create a final assessment for class members
- analyze assessment results
- synthesize findings in suggested course outline

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