

Montague Township School  
General Music Elective Curriculum  
Mixed Middle Grades: Introduction to Keyboarding



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## **Visual and Performing Arts**

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for post secondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

## **Philosophy and Rationale**

Visual and performing arts are disciplines with creative, intellectual, perceptual, aesthetic, critical, and historical dimensions. They encourage intuitive and emotional responses by developing a student's abilities to create, analyze, recognize, and reorganize. Throughout history, the arts have helped people understand themselves and others in historical, cultural, and aesthetic terms. Experiences in the arts enable us to explore the past, communicate ideas, express feelings, and develop respect for the values, attitudes, and beliefs of others. The arts have an essential service to perform in the curriculum. They are a vital part of the student environment, and it is important that each student have the opportunity for educational experiences. These will help them grow in aesthetic understanding and expression. The arts are not an isolated entity created apart from the world, but are reflective of society and the times in which they are produced, and, therefore, offer insight into the historical and cultural qualities of those civilizations from which they have emerged. As a medium for aesthetic stimulation and personal expression, the arts are an important part of life because they communicate beauty, contribute to the development of individual values, and have an influence upon patterns of behavior. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, media, and visual arts is critical to our success as we move further into the twenty-first century. Our economic well-being and ability to compete and cooperate in the global marketplace require that our students learn to develop ideas, increase their ability to solve problems, and interact in partnerships—skills inherently learned through the arts.

## **Implementation**

The arts have the inherent ability to fit naturally into all the areas of curriculum. Hence, it is believed that Visual and Performing Arts should be integrated in a cross-curricular manner, providing students with meaningful connections and interdisciplinary relationships. As a result, the concepts taught will become more concrete and purposeful for the learner. The planning of interdisciplinary units would require collaboration among teachers, and it is the hope of this committee that time and resources will be provided when needed to assist in this cross-curricular endeavor.

## **Mission**

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

## **Vision**

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

## General Music Processes

### Artistic Process: Creating (CR)

Anchor Standard 1	Conceptualizing and generating ideas.
Anchor Standard 2	Organizing and developing ideas.
Anchor Standard 3	Refining and completing products.

### Artistic Process: Performing/Presenting/Producing (PR)

Anchor Standard 4	Developing and refining techniques and models or steps needed to create products.
Anchor Standard 5	Selecting, analyzing and interpreting work.
Anchor Standard 6	Conveying meaning through art.

### Artistic Process: Responding(RE)

Anchor Standard 7	Perceiving and analyzing products.
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Anchor Standard 8	Applying criteria to evaluate products.
Anchor Standard 9	Interpreting intent and meaning.

#### **Artistic Process: Connecting (CN)**

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

## **Music Practices**

<b>Music</b>
<p><b>Creating (CR):</b></p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan, Make</li> <li>● Evaluate, Refine</li> </ul>
<p><b>Performing (PR):</b></p> <ul style="list-style-type: none"> <li>● Rehearse, Evaluate, Refine</li> <li>● Select, Analyze, Interpret</li> <li>● Present</li> </ul>

**Responding (RE):**

- Select, Analyze
- Evaluate
- Interpret

**Connecting (CN):**

- **Interconnect**

## Standards in Action

The regional districts believe in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Contributions of Disabled and LGBT Individuals](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

## Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)



## Instructional Units Mixed Middle Grades: Introduction to Keyboarding

<b>Unit:</b> Creating
<b>Pacing:</b> Ongoing
<b>Unit Summary:</b> Students will be increasingly able to independently use their learning to compose, create and improvise rhythmic and melodic patterns using various sources which could include voices, classroom instruments, and other classroom activities. Students will celebrate the lives and music of various musicians through various genres of music as well as Music History. Some Specific Genres include: Jazz, Hip-Hop, Spiritual, Classical, Ragtime, Rap. Awareness will be brought to Climate Change through chosen songs and performances.
<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</li><li>- Musicians' creative choices are influenced by their expertise, context and expressive intent.</li><li>- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li></ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>- How do musicians generate creative ideas?</li><li>- How do musicians make creative decisions?</li><li>- How do musicians improve the quality of their creative work?</li></ul>
<b>New Jersey Student Learning Standards:</b> <ul style="list-style-type: none"><li>- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</li></ul>
<b>Practice:</b> <ul style="list-style-type: none"><li>- Imagine</li><li>- Plan, Make</li><li>- Evaluate, Refine</li></ul>

**Transfer Task/Performance Task/Assessment Task**

Plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

- ex: Using rhythmic and melodic notation compose a melody in a specific form and perform on keyboard

**Primary Interdisciplinary Connections:** Mathematics, Science, Comprehensive Health and PE and Language Arts, Social Studies, World Language, Language Arts

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Projects, Discussion, Question and Answer, Teacher Observation, Skill Testing

**Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Computer Science and Design Thinking:** Not identified at this time.

**Resources:**

- Rhythm instruments
- Folk songs
- Interactive games
- Keyboards
- Handbells
- Boomwhackers
- Xylophones
- ChromeBooks

**Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk:**

### **Modifications and Accommodations**

Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

**Unit:** Performing

**Pacing:** Ongoing

#### **Unit Summary/Key Concepts:**

Students will be increasingly able to select and prepare repertoire for performance purposes which will include application of a variety of criteria which will influence the audience's aesthetic reaction. Students will celebrate the lives and music of various musicians through various genres of music as well as Music History. Some Specific Genres Include: Jazz, Hip-Hop, Spiritual, Classical, Ragtime, Rap. Awareness will be brought to Climate Change through chosen songs and performances.

#### **Enduring Understandings:**

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

#### **Essential Questions:**

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?

**New Jersey Student Learning Standards**

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

**Practice:**

- Select, Analyze, Interpret
- Rehearse, Evaluate, Refine
- Present

**Transfer Task/Performance Task/Assessment Task:**

Students will acquire a range of skills and abilities to creatively solve problems.

**Primary Interdisciplinary Connections:** Mathematics, Science, Comprehensive Health and Physical Education, Social Studies, Language Arts, World Language

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Discussion, Question and Answer, Teacher Observation, Skill Testing

**Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Computer Science and Design Thinking:** Not identified at this time.

**Resources:**

- Keyboards

- Chord charts
- Tablature
- Promethean board
- Vocal and instrumental scores
- Sheet music

#### **Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk:**

##### **Modifications and Accommodations**

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**Unit:** Responding

**Pacing:** Ongoing

#### **Unit Summary/Key Concepts:**

Students will refine their use of elements of music and cultural influences to select and perform music with appropriate expressive qualities. Students will celebrate the lives and music of various musicians through various genres of music as well as Music History. Some specific genres include: Jazz, Hip-Hop, Spiritual, Classical, Ragtime, Rap. Awareness will be brought to Climate Change through chosen songs and performances.

#### **Enduring Understandings:**

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria

#### **Essential Questions:**

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

**New Jersey Student Learning Standards**

- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

**Practice:**

- Select, Analyze
- Evaluate
- Interpret

**Transfer Task/Performance Task/Assessment Task:**

An artist's appreciation of musical artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**Primary Interdisciplinary Connections:** Mathematics, Science, Comprehensive Health and Physical Education, Social Studies, Language Arts, World Language

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Discussion, Question and Answer, Teacher Observation, Skill Testing

**Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
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- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Computer Science and Design Thinking:** Not identified at this time.

**Resources:**

- Keyboards

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**Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk:**

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**Unit:** Connecting

**Pacing:** Ongoing

**Unit Summary/Key Concepts:**

Students will aesthetically, and expressively relate to music based on their interests, experiences, ideas, and knowledge to create a meaningful performance. Students will celebrate the lives and music of various musicians through various genres of music as well as Music History. Some Specific Genres Include: Jazz, Hip-Hop, Spiritual, Classical, Ragtime, Rap. Awareness will be brought to Climate Change through chosen songs and performances.

**Enduring Understanding:**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

**Essential Questions:**

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**New Jersey Student Learning Standards**

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Practice:**

- Interconnection

**Transfer Task/Performance Task/Assessment Task:**

Understanding connections to varied contexts and daily life enhances a musician's work.

**Primary Interdisciplinary Connections:** Mathematics, Science, Comprehensive Health and Physical Education, Social Studies, World Language, Language Arts

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Projects, Discussion, Question and Answer, Teacher Observation, and Skill Testing

**Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
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**Computer Science and Design Thinking:** Not identified at this time.

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