

Days	Content/Topic	Essential Questions	Observable Proficiencies/Skills	NJCCCS/Performance Benchmarks	Assessment
8	Notation: Note Reading, Rhythms, Meter	How does music connect to other subjects?	Students will be able to identify notes in both treble and bass clef as well as clap and count whole, half, quarter, eighth and sixteenth notes.	1.2, B1: Perform compositions containing progressively complex notation and use standard notation to record musical ideas.	Students will take a short quiz on the identification of notes in both clefs as well as count and identify the previously mentioned rhythms.
	Develop piano keyboard skills		Using the available keyboards and notation knowledge, students will practice varying levels of scales and/or music in pairs using headphones monitored by the teacher.	1.2, B1: Perform compositions containing progressively complex notation and use standard notation to record musical ideas.	Students will progress at their own speed based on what level they are already at. They will periodically perform for the class and teacher in order to pass the various levels of skill, position, scales, songs and pieces.
2	Discover the 12-bar blues form	1. How is music used to express emotion? 2. How can the blues be viewed as a reflection of it's time and society?	Students will listen to and count the measures of blues songs, identify the I, IV, V chords, and listen to the lyrics of blues songs. This includes learning about the history and the lyrics of blues songs. Students will also listen to blue singers such as James Johnson and Bessie Smith.	1.1: All students will use aesthetic knowledge in the creation of and in response to music. 1.3: All students will demonstrate an understanding of the elements and principles of music. 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. 6.3: (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future. 6.4: (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.	Class discussion of slavery and Mississippi Delta post civil war will lead students to write a brief response to what they have learned about the beginnings of the 12 bar blues.
3	Write a blues song	How is music used to express emotion?	In pairs or small groups, students will compose a 12-bar blues piece.	1.2, B1: Perform compositions containing progressively complex notation and use standard notation to record musical ideas. 1.2, B2: Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.	Students will notate and perform their own 12 bar blues song.
2	Discover Theme and Variations Form	How can a simple melody be changed?	Listen and identify examples. Discuss characteristics of the theme as well as use vocabulary, such as meter, pitch and rhythm to describe each variation and its relationship to the theme.	1.3, B1: Analyze the application of the elements of music in a diversity of musical works. 1.3, B2: Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical composition. 3.4: (Listening) All students will listen actively to information from a variety of sources in a variety of situations.	Students will create a chart examining differences between each variation in a Theme and Variations piece.

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3	Write a variation on <i>Twinkle, Twinkle</i>	How can a simple melody be changed?	Using the knowledge students have acquired about notation and the Theme and Variations form, students will compose a variation on Mozart's <i>Twinkle, Twinkle</i> .	1.2, B1: Perform compositions containing progressively complex notation and use standard notation to record musical ideas.	Students will compose and perform a variation on Mozart's <i>Twinkle, Twinkle Little Star</i> .
3	Learn about the beginnings of Jazz	1. How can jazz be viewed as a reflection of it's time and society? 2. How is music used to overcome challenges of life?	Students will be exposed to the roots of jazz and the beginning of jazz in America.	1.1: All students will use aesthetic knowledge in the creation of and in response to music. 1.5: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society. 6.3: (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future. 6.4: (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.	Students will take a quiz based on the information they learned about the history of jazz.
2	Improvisation used in Jazz	1. How do improvisation skills affect your everyday life? 2. Why is improvisation an important skill for jazz musicians?	Students will learn the meaning of improvisation and its use in the jazz world. They will listen to and watch a number of improvisation examples that occur in jazz and will discuss the different performances.	1.2, B3: Improvise original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter, and tonality. 3.4: (Listening) All students will listen actively to information from a variety of sources in a variety of situations. 3.5: (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.	Students will improvise a 4 bar melody on the keyboards.
5	Become acquainted with the names and contributions of certain Jazz artists	1. How does each jazz artist contribute to jazz music? 2. How can one person affect an entire genre of music?	Students will listen to music performed by famous jazz musicians as well as create projects based on the music of musicians like Louis Armstrong, Miles Davis, Duke Ellington, and Ella Fitzgerald.	1.1, B3: Express how art is inspired by an individual's imagination. 1.3: All students will demonstrate an understanding of the elements and principles of music. 3.4: (Listening) All students will listen actively to information from a variety of sources in a variety of situations. 6.4: (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.	Students will create a project based on an assigned jazz musician that will be presented to the class.

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2	Swing and the Big Band Era	How can swing and big band music be viewed as a reflection of it's time and society?	Students will study the music of the Swing and Big Band eras in comparison to the history of that time period, specifically, the Great Depression and WWII. They will listen and analyze the music of Fletcher Henderson, Louis Armstrong, Count Basie, Duke Ellington, Benny Goodman, and Glenn Miller.	1.1: All students will use aesthetic knowledge in the creation of and in response to music. 1.3: All students will demonstrate an understanding of the elements and principles of music. 1.5: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society. 3.4: (Listening) All students will listen actively to information from a variety of sources in a variety of situations. 6.4: (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.	Students will take a quiz based on how the Swing and Big Band eras were affected by the historical events that occurred during this time period.
2	History of Musical Theatre and the use of music to tell a story.	How can music be used to tell a story?	Students will learn the history of Broadway musicals and will be able to relate the mood created in each song to the plot and emotion in the story.	1.4: All students will develop, apply and reflect upon knowledge of the process of critique. 1.5: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society. 3.2: (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. 3.5: (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.	After listening to a song from a musical, students will write a brief response determining how the song may advance the plotline as well as the mood the song has created.
4	Music in the media	1. How is music used to create mood in the media? 2. What effect does music have on the story told?	Students will watch and listen to the music from silent films, news segments, movies, and t.v. shows. They will discuss the mood created by the music in each example as well as the effect it has on the story itself.	1.4: All students will develop, apply and reflect upon knowledge of the process of critique. 3.5 (C):Living with Media: 1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g. rating systems, rubric). 2. Analyze media content for emotional effect on audience.	Students will take a short quiz on the vocabulary needed to describe the mood of music as well as write a response to the mood created by a piece of music.

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2	Become familiar with innovative composers and living composers	How can music be created without the use of traditional instruments?	Listen to the music of John Cage, Henry Cowell, George Crumb and other experimental composers and discuss their compositions in comparison to other styles of music as well as to other innovative composers.	1.4: All students will develop, apply and reflect upon knowledge of the process of critique. 1.5: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society. 3.2: (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. 3.4: (Listening) All students will listen actively to information from a variety of sources in a variety of situations.	Students will answer questions based on the recordings of various innovative composers.
2	Create a 20th Century "Experimental" piece.	How can music be created without the use of traditional instruments?	Students will create a piece of music using either their own instrument in an untraditional way or by making music from an object other than a traditional instrument.	1.2, B1: Perform compositions containing progressively complex notation and use standard notation to record musical ideas. 1.2, B2: Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.	Students will compose and perform a piece in the 20th Century "Experimental" style.
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Resources
<p><i>Alfred's Basic Adult Piano Course: Lesson Book Level One</i></p>
<p>Textbook: <i>Music! It's Role and Importance in Our Lives</i>, pages 321-325 Recordings: Bessie Smith, Muddy Waters' <i>Sad, Sad Day</i> and W.C. Handy</p>
<p>Instructor's Guide to <i>Music! It's Role and Importance in Our Lives</i>. Activity Guidelines on page 218-219.</p>
<p>Textbook: <i>Music! It's Role and Importance in Our Lives</i> pages 330-333. Recordings: Mozart's <i>Twinkle, Twinkle</i> and Ives' <i>Variations on America</i></p>

Resources
DVD: <i>The Story of Jazz</i> Internet: http://pbskids.org/jazz/
Recordings: <i>Whose Line Is It Anyway</i> , Miles Davis' <i>Kind of Blue</i> and other jazz recordings.

Resources
<p data-bbox="852 332 1144 462">Textbook: <i>Music! It's Role and Importance in Our Lives</i> pages 512-517 Recordings: Glenn Miller's <i>Sing, Sing, Sing</i></p>
<p data-bbox="852 787 1144 950">Recordings: Bernstein's <i>West Side Story</i>, Mark Shaiman's <i>Hairspray</i>, Jonathan Larson's "Seasons of Love" from <i>Rent</i> and a variety of Rodgers and Hammerstein musicals.</p>
<p data-bbox="852 1136 1144 1291">Silent Film: Clips from Charlie Chaplin's films TV: News themes, music from various sitcoms Movies: <i>Star Wars</i>, <i>Pirates of the Caribbean</i>, <i>Titanic</i></p>

