

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**Pond Road Middle School Visual and Performing Arts**

**Performance Lab (Ukelele, Tone Chimes & Percussion)**

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**BOARD OF EDUCATION INITIAL ADOPTION DATE: 9/27/2022**

### **Course Philosophy**

Music is something present in all cultures throughout the world and can be found stretching to antiquity and beyond. Plato said that, “music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination...” As such, the music curriculum for Pond Road Middle School is designed to allow students to explore the phenomenon of music while also developing a critical understanding of their musical preferences. Utilizing the new national standards students will learn to perform, respond, create, and connect to a wide variety of different music from a variety of cultural and historical backgrounds. This course of musical study is developed around the three concepts. First that music is fundamental to all cultures and that all people relate to music uniquely.. Second, that students can broaden their worldview through a refined and sensitive understanding of different cultural approaches to music. Lastly, that having a deeper understanding of social-emotional learning competencies will provide students with a critical connection to the phenomenon of music.

### **Course Description**

Performance Lab is a course of general study related to music. Specifically students will have the opportunity to create and perform music on Percussion, Hand Chimes and Ukulele. They will participate in live performances and learn the nuances of performing as individuals and together.

This course will provide students with a general interest in music the opportunity to learn and participate in introductory ensemble groups. Students will examine how music conveys meaning and how collaboration is essential to the creative process in this type of art. Students will experience reading, writing, and performing music using both traditional and non-traditional styles of notation. Both small and large group performance will necessitate a sensitivity to the very notion of ensemble and refine students’ listening skills and ability to collaborate with others.

### **Core and Supplemental Instructional Materials**

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● Tone Chimes and cases</li><li>● Ukuleles, tuners, strings, batteries</li><li>● Drumpads, sticks</li><li>● Hand drums, shakers, percussion</li><li>● Microphones and mixer</li></ul>	<ul style="list-style-type: none"><li>● Drumset</li><li>● Cart and storage</li><li>● Additional instruments</li></ul>

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Activities**

**Performance Lab**

Unit Title	Unit Understandings and Goals	Standards Included	Recommended Duration/ Pacing	Activities
Reading Traditional and Non-Traditional Notation	<p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and/or harmonic sequences.</p> <p>When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form .</p>	1.3A.8.Cr2a 1.3A.8.Cr2b	5-12 blocks	Note and Rhythm Reading and Writing
				Simple Composition
				Aural Dictation and Ear Training
Percussion	<p>Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context..</p> <p>Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities</p>	1.3A.8.Cr1	10-20 blocks	Drum Pads
				World Percussion
				Performance Reflections and Analysis
				Percussion Composition

	(e.g., dynamics, tempo, timbre, articulation/style, and phrasing).			
Tone chimes	<p>Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.</p> <p>Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).</p>	1.3A.8.Pr4	10-20 blocks	Simple Melodies
				Harmony, Boom wackers
				Traditional and Non-traditional Notation Performance
				Chime Composition
Ukulele	<p>Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.</p> <p>Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>Chord progressions are the life-blood of pop music, and can very easily be altered and augmented to create a unique piece of music.</p>	1.3A.8.Pr4 1.3A.8.Pr5	10-20 blocks	History, Set-up, Chords
				Melody, Scales, Individual Notes
				Ukulele Performance and Composition
				Worksheets/Review
Performing for an Audience	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation	1.3A.8.Pr5 1.3A.8.Cr1	5-15 blocks	Combine instrumentation for live performance

	of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.			Record and analyze live performance
	Performing in both small and large ensembles			