

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Guitar and Piano
Grades 7-8

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Conforms to New Jersey Core Curriculum Content Standards, Visual & Performing Arts

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Guitar and Piano 7-8

Curriculum Guide

The Bloomfield Public Schools Vision for Fine Arts

Mission, philosophy and rationale

We, the arts educators of Bloomfield, believe that arts instruction is a core area of education. Arts experiences, knowledge, skills and dispositions are prevalent and integral in the daily lives of people all over the world, not merely a source of entertainment. We believe the schools have an obligation to educate every child, help every child meet his or her fullest potential as a person and member of society, and provide the appropriate learning experiences to meet the goal. The arts are a distinctive part of that obligation. The Bloomfield community embraces the arts and explicitly demands art education as part of the total education for all students.

Arts education uniquely presents learning opportunities for all students, including:

- Increased learning opportunities
 - Learning through activity (praxis)
 - Developing innovative mental capabilities
 - Developing both sides of the brain
 - Refining motor skills
 - Encouraging creative thinking
- Increased sense of community and collaboration
 - Collaborating, working together for the common cause
 - Unifying diverse communities, culturally, socio-economically
 - Increasing awareness of surroundings
 - Development of artistic abilities and sensibilities
 - Being part of an artistic community
 - Appreciating the artistic process and recognizing quality in the arts in a postmodern society
 - Encouraging future artistic endeavors, such as possible arts careers, becoming a consumer of the arts, becoming a supporter of the arts
 - Coming to know and appreciate artistic creation
 - Expanding aesthetic sensitivity
- Development of self, self-awareness, emotional quotient ("EQ")
 - Providing a means of expression, often a mode of nonverbal communication
 - Providing another path of self-knowledge
 - Celebrating humanity
 - Engaging senses
 - Enhancing lives
- Cultural and historical context and awareness
- Expanding multicultural awareness
- Understanding the history of the human condition through the arts
- Understanding and appreciating different perspectives

Guitar and Piano 7-8

Curriculum Guide

Music Education as Praxis

Through the centuries, one constant has been the ability of humans to express themselves through artistic creations. People have always communicated ideas and feelings through music. It is the inherent nature of music to provide students, regardless of their own cultural background, with the tools to express themselves creatively. In addition to these tools, each of the music offerings provide, in part, insight into the medium from a historical perspective, bringing to light the vast artistic cultures of the world.

Developmentally, students learn best through “active learning,” not from passive absorption. Music classes provide a highly active and interactive learning experience that not only leads to performances, but also helps reinforce the concepts of community, common goals, aesthetic awareness, and the universality of musical language.

Music education philosophy in the past has centered more frequently on the “appreciation” or aesthetic experience of music, but as David Elliott concisely puts it, “Music is a diverse human practice,” (1995) implying that if we truly wish to teach music, we must “practice” it, or more simply, just do it. Our students do not merely wish to know about music, they must participate in the various processes of *making* music. This curriculum is, therefore, paraxial in nature, with assessment emphasizing active musical skills, and not solely the acquisition of static knowledge. Students will “know” music because they “do” music.

When the National Standards for the Arts were released in 1994, the introduction went a step further and stated that *all* arts education not only benefits the individual student, but also benefits and advances society by giving students tools for:

- Understanding human experiences, both past and present
- Learning to adapt to and respect others’ (often very different) ways of thinking, working, and expressing themselves
- Learning artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools to every human situation
- Understanding the influences of the arts, for example, in their power to create and reflect cultures, in the impact of design on virtually all we use in daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action
- Making decisions in situations where there are no standard answers
- Analyzing nonverbal communication and making informed judgments about cultural products and issues
- Communicating their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression.

With that in mind, our students are, therefore, not simply learning music lessons, but lessons how to survive better in the world and make the world a better place, a prevalent, but often unstated goal of all curriculum.

Guitar and Piano 7-8

Curriculum Guide

Established Goals: New Jersey Core Content Curriculum Standards

New Jersey Core Content Curriculum Standards for the Visual and Performing Arts

The state of New Jersey has identified the visual and performing arts as core curriculum for all students K-12. Although these standards are not assessed on the state level, it is required that all fine arts curricula address the standards and include them at some level. The state has identified five standards and further clarified their purpose with the big ideas underlying them, as well as the essential questions and enduring understandings they address. The mission of the visual and performing arts is defined by the state as:

The arts contribute to the achievement of social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. (NJCCCS, 2004)

The recent Standards Clarification Project, the state used McTighe and Wiggins' *Understanding by Design* as a guide for making the standards more accessible and able to be realized in practice. For each of the five primary standards, the underlying big idea was stated, followed by essential questions and enduring understandings. The standards are the overarching goals for the entire visual and performing arts program. Specific goals for each course are addressed in individual curriculum. The 2009 VPA Standards are:

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, an influence of the arts throughout history and across cultures.

Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.

In addition, all Bloomfield curricula address Standards 8 and 9, Technology and 21st Life and Careers:

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 8.1: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.

Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.

Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Guitar and Piano 7-8 Curriculum Guide

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

National Core Arts Anchor Standards

Anchor standards

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

National Core Arts Standards Artistic Processes and Anchor Standards			
Artistic Processes			
Creating Definition: Conceiving and developing new artistic ideas and work.	Performing/Presenting/Producing Definitions: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Definition: Understanding and evaluating how the arts convey meaning.	Connecting Definition: Relating artistic ideas and work with personal meaning and external context.
Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Guitar and Piano 7-8 Curriculum Guide

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Music Literacy	Grade Level	7-8
Curriculum Area	Fine Arts	Time Frame	25 days
Developed By	Robert Tiedemann		
Desired Results (Stage 1)			
Established Goals			
The students will: <ul style="list-style-type: none">• Differentiate between sound and music• Recognize importance of music in society• Identify difference between rhythm and beat• Develop understanding of note/rest values and time signatures• Establish strong sense of pitch and how it affects music being sung or played• Discover concepts of clefs, note names, accidentals and key signatures• Relate music literacy knowledge to piano and guitar			
Primary Interdisciplinary Connections			
Anchor Standard #1. Generate and conceptualize artistic ideas. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. Anchor Standard #4. Analyze, interpret and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work. Anchor Standard #7. Perceive and analyze Artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment. Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure. Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy. Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness,			

Guitar and Piano 7-8 Curriculum Guide

exploration and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

21st Century Interdisciplinary Themes:

☒ Global Awareness

☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

- Recognize the role of music in their everyday lives
- Recognize the aspects of rhythm and pitch in music they hear in everyday life
- Explain how the aspects of rhythm and pitch in music are used by musicians

Meaning

Understandings

Students will understand that...

- Music has a continuing influence on our society today.
- Music theory aids in the understanding of music literacy.
- Music literacy generates a significantly improved rehearsal and performance.

Essential Questions

Students will keep considering...

- What is the role of music in today's society?
- What areas of music need to be considered to achieve music literacy?
- What aspects of music will produce a quality performance?

Acquisition

Knowledge

Students will know...

Pitch	Sharp
Rhythm	Flat
Beat	Natural
Tempo	Dynamics
Pulse	Accidentals
Note	Syncopation
Staff	Time Signature
Measure	Key Signature
Treble Clef	Bass Clef

Skills

Students will be able to...

- Define sound and music and compare meanings
- Define and provide examples of clefs, note names, accidentals, and key signatures
- Perform written rhythms using whole, half, quarter, eighth, and sixteenth notes and rests
- Create written rhythms using whole, half, quarter, eighth, and sixteenth notes and rests

Guitar and Piano 7-8 Curriculum Guide

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Established Goals Transfer Goals Enduring Understandings Essential Questions Knowledge Skills	Performance Accuracy Assignment Comprehension Effort	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">Written assessmentIndividual performance
		Summative <ul style="list-style-type: none">Individual PerformanceWritten assessment
		<u>Other Evidence</u> Formative
		Summative <ul style="list-style-type: none">End of year performances
Learning Plan (Stage 3)		
Checks for alignment And best practice		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
	Music Literacy	Staff paper, pencils
	Suggested Activities	Suggested Resources
	Define sound and music and compare meanings	Individual Performance
	Students formulate questions based on examples of beat and rhythm and draw conclusions in comparison with definitions	Define and provide examples of clefs, note names, accidentals and key signatures
Strategies for Differentiation		
Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers		

Guitar and Piano 7-8 Curriculum Guide

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Piano	Grade Level	7-8
Curriculum Area	Fine Arts	Time Frame	20 days
Developed By	Robert Tiedemann		
Desired Results (Stage 1)			
Established Goals			
The students will: <ul style="list-style-type: none">Recognize the different styles of keyboard instruments and how they produce soundMaintain tempo and sustain internal beatRead notation and melodiesRelate music literacy knowledge to piano			
Primary Interdisciplinary Connections			
<p>Anchor Standard #1. Generate and conceptualize artistic ideas.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #4. Analyze, interpret and select artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard #7. Perceive and analyze Artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p>Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p>Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p>Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.</p>			

Guitar and Piano 7-8 Curriculum Guide

21st Century Interdisciplinary Themes:

☒ Global Awareness

☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

- Recognize the role of music in their everyday lives
- Recognize the aspects of rhythm and pitch in music they hear in everyday life
- Explain how the aspects of rhythm and pitch in music are used by musicians

Meaning

Understandings

Students will understand that...

- Familiarity with the parts of the piano fosters a more efficient rehearsal and performance.
- Maintaining a steady musical tempo promotes consistency in all facets of music.
- Music literacy assists in achieving piano playing proficiency.
- Playing piano and obtaining piano proficiency directly relates to playing other instruments.

Essential Questions

Students will keep considering...

- How will knowing the parts of the instrument assist in rehearsal and performances?
- Why does a steady musical pulse produce a better musician and performance?
- How can we achieve piano literacy?
- How does playing the piano relate to performing other instruments?

Acquisition

Knowledge

Students will know...

White keys	Whole Step
Black keys	Half Step
Scale	Octave
Pitch	Chromatic
Raise	Major
Lower	Minor
Staff	Pedal
Clef	Sustain
Note	Damper
Measure	Hammer

Skills

Students will be able to...

- Play rhythms while maintaining constant pulse
- Formulate and practice melodies using music literacy skills
- Read and perform beginning piano music

Guitar and Piano 7-8 Curriculum Guide

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Established Goals Transfer Goals Enduring Understandings Essential Questions Knowledge Skills	Performance Accuracy Assignment Comprehension Effort	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Daily observation• Written assessment• Oral assessment• Individual playing performance• Group playing performance
		Summative <ul style="list-style-type: none">• Individual and group playing performance
		<u>Other Evidence</u> Formative
		Summative <ul style="list-style-type: none">• End of year performances
Learning Plan (Stage 3)		
Checks for alignment And best practice		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
	Read and perform beginning piano music	Bastien Primer Level, electronic keyboards
	Suggested Activities	Suggested Resources
	Visually compare different types of keyboard instruments	Play rhythms while maintaining constant pulse
	Practice playing notes for full value of time	Formulate and practice melodies using music literacy skill
	Individual performance	
Strategies for Differentiation		
Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers		

Guitar and Piano 7-8 Curriculum Guide

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Guitar	Grade Level	7-8
Curriculum Area	Fine Arts	Time Frame	20 days
Developed By	Robert Tiedemann		
Desired Results (Stage 1)			
Established Goals			
The students will: <ul style="list-style-type: none">Recognize all styles of guitars and distinguish parts among themIdentify materials used and how they affect the production of soundOrient the instrument and adapt playing technique based on type of guitarMaintain tempo and sustain internal beatRead notation and chord chartsMaster the G, D, C, and A7 chords			
Primary Interdisciplinary Connections			
<p>Anchor Standard #1. Generate and conceptualize artistic ideas.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #4. Analyze, interpret and select artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard #7. Perceive and analyze Artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p>Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p>Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p>Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p>			

Guitar and Piano 7-8 Curriculum Guide

Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

21st Century Interdisciplinary Themes:

☒ Global Awareness
☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy
☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

- Recognize the role of music in their everyday lives
- Recognize the aspects of rhythm and pitch in music they hear in everyday life
- Explain how the aspects of rhythm and pitch in music are used by musicians

Meaning

Understandings

Students will understand that...

- Familiarity with the parts of the guitar produces a stronger rehearsal and performance.
- Maintaining a steady musical tempo promotes consistency in all facets of music.
- The guitar is played melodically and harmonically.
- A chord chart enables the student to form any chord desired.

Essential Questions

Students will keep considering...

- How will knowing the parts of the instrument assist in rehearsal and performances?
- How does a steady musical pulse produce a better musician and performance?
- Why is it important to play the guitar melodically and harmonically?
- How will the ability to read a chord chart provide a strong foundation of guitar playing?
- How is the guitar used across cultures and musical genres?

Acquisition

Knowledge

Students will know...

Strings	Pitch	Bridge	Acoustic
Frets	Formation	Nylon	Vibration
Tuners	Tempo	Pick	
Sound Hole	Tune	Strum	
Fret Board	Chords	Saddle	
Neck	Head	Amplifier	

Skills

Students will be able to...

- Maintain tempo and sustain internal beat
- Read notation and chord charts
- Master the G, D, C, and A7 chords and perform songs using these chords

Guitar and Piano 7-8 Curriculum Guide

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Established Goals Transfer Goals Enduring Understandings Essential Questions Knowledge Skills	Performance Accuracy Assignment Comprehension Effort	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Written assessment• Oral assessment• Daily observation• Individual playing performance• Group playing performance• Group singing performance
		Summative <ul style="list-style-type: none">• Individual performance of songs
		<u>Other Evidence</u> Formative
		Summative <ul style="list-style-type: none">• End of year performances
Learning Plan (Stage 3)		
Checks for alignment And best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Read and perform beginning guitar music	Hal Leonard Guitar Method Book 1, Acoustic nylon string guitars
	Suggested Activities	Suggested Resources
	Visually compare three different types of guitars	Posters, handouts
	Practice strumming the guitar and keeping tempo	Practice switching chords while playing and singing songs
	Learn G, D, C, A7, A, em, E, am, dm, and F chords	Chord chart
Strategies for Differentiation		
Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers		

Guitar and Piano 7-8 Curriculum Guide

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Performance	Grade Level	7-8
Curriculum Area	Fine Arts	Time Frame	25 days
Developed By	Robert Tiedemann		
Desired Results (Stage 1)			
Established Goals			
The students will: <ul style="list-style-type: none">Develop unity in the group and recognize group members' strengths and weaknessesIdentify traits of a confident performer and how it affects the group's presentationAnalyze characteristics of a strong performance and what must be obtained to achieve this successUtilize all previous knowledge of music literacy, piano, and guitar to accomplish goals set by the group			
Primary Interdisciplinary Connections			
<p>Anchor Standard #1. Generate and conceptualize artistic ideas.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #4. Analyze, interpret and select artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard #7. Perceive and analyze Artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>Standard 8.2: Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p>Standard 9.1: 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p>Standard 9.2: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p>Standard 9.3: Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 9.4: Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.</p>			

Guitar and Piano 7-8 Curriculum Guide

21st Century Interdisciplinary Themes:

☒ Global Awareness

☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

- Recognize the role of music in their everyday lives
- Recognize the aspects of rhythm and pitch in music they hear in everyday life
- Explain how the aspects of rhythm and pitch in music are used by musicians

Meaning

Understandings

Students will understand that...

- Ensemble skills are necessary to work together and improve.
- Ensembles that use positive rehearsal techniques perform at higher levels.
- Each individual member is an important asset to the group as a whole.
- Music literacy generates a significantly improved rehearsal and performance.
- The critical process of observing, analyzing, interpreting, and evaluating leads to informed judgments regarding the quality of music.
- Critique gives us understanding of what it is, what it means, what it is worth.

Essential Questions

Students will keep considering...

- How does conduct and the approach in which we practice during rehearsals correlate to how we execute in performances?
- How do we use our individual abilities to enhance the creation of the overall group?
- Why is critique valuable?
- Does confidence in performing music attribute to confidence in other situations in life?

Acquisition

Knowledge

Students will know...

Legato	Critique	Concert	Upbeat
Cue	Perform	Recital	Downbeat
Ritardando	Collaboration	Accompaniment	Vibrato
Tone	Composition	Dynamics	Diction
Duration	Posture	Genre	Decrescendo
Crescendo	Melody	Improvisation	
Staccato	Harmony	Timbre	

Skills

Students will be able to...

- Work together in groups to compose and play a jingle

Guitar and Piano 7-8 Curriculum Guide

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Established Goals Transfer Goals Enduring Understandings Essential Questions Knowledge Skills	Performance Accuracy Assignment Comprehension Effort Expression and Creativity	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">Daily observationsGroup playing performanceIndividual playing performancePeer critique
		Summative <ul style="list-style-type: none">Individual contributions to ensembles
		<u>Other Evidence</u> Formative
		Summative <ul style="list-style-type: none">End of year performances
Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
Checks for alignment And best practice	Required Activities	Required Resources
	Working together to play and learn	
	Suggested Activities	Suggested Resources
	Work together in groups to compose and play a jingle	Electronic keyboards, acoustic nylon string guitars
	Perform daily to build self assurance in performing in front of peers	

Guitar and Piano 7-8 Curriculum Guide

	Evaluate performances and formulate questions and answers based on improving individual and group presentation	
	Use all previous musical components to compose and perform group presentation	
	Ensemble performance	
Strategies for Differentiation		
	Lecture, cooperative/group learning, individual conferencing, modeling, demonstration, images, graphic organizers	

Bloomfield Middle School Piano and Guitar Pacing Plan

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Music Literacy	-----									
Piano	-----									
Guitar	-----									
Performance	-----									

Note: Music Literacy overlays for the entire year.