

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



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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

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

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 Ukulele

Unit: Creating
Pacing: Ongoing
Unit Summary: 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.
Enduring Understandings: <ul style="list-style-type: none">- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources- Musicians' creative choices are influenced by their expertise, context and expressive intent.- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
Essential Questions: <ul style="list-style-type: none">- How do musicians generate creative ideas?- How do musicians make creative decisions?- How do musicians improve the quality of their creative work?
New Jersey Student Learning Standards: <ul style="list-style-type: none">- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent

Practice:

- Imagine
- Plan, Make
- Evaluate, Refine

Transfer Task/Performance Task/Assessment Task

Form, integrate and refine aesthetic components, principles and processes to create purpose, meaning and artistic quality.

- ex: A call and response activity where students hear a melody and play it back with proper intonation and expression (pitch, dynamics, tempo)

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:

- Ukuleles
- Rhythm instruments
- Folk songs
- Interactive games
- 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.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.Pr4e: 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, phrasing).
- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

Practice:

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

Transfer Task/Performance Task/Assessment Task:

Students will present, share and distribute media artworks through various social, cultural and political contexts.

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:

- Ukuleles
- 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.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Practice:

- Select, Analyze
- Evaluate
- Interpret

Transfer Task/Performance Task/Assessment Task:

Evaluation and critique are vital components of experiencing, appreciating and producing musical artworks.

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:

- Ukuleles
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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:

Using cultural experiences to develop musical connections and use personal experiences to create final compositions of music.

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.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
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Computer Science and Design Thinking: Not identified at this time.

Resources:

- Ukuleles

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