

Scope and Sequence

Unit I	MUSIC! An Expression of Who We Are	9 days
Unit II	MUSIC! An Invitation to Move	10 days
Unit III	MUSIC! To Let Us Create	13 days
Unit IV	MUSIC! To Understand Life's Meaning	10 days
Review for Midterm Exam		3 days
Midterm Exam		1 day
Unit V	MUSIC! To Tell the Story of Our Lives	18 days
Unit VI	MUSIC! To Chronicle History	9 days
Unit VII	MUSIC! To Characterize the Age	13 days
Review for Final Exam		3 days
Final Exam		1 day
TOTAL		<hr/> 90 days

BRIDGETON PUBLIC SCHOOLS
SUBJECT: MUSIC
PACING CHART/CURRICULUM MAP

Course: World of Music

Unit I: Music! An Expression of Who We Are

Essential Question: How does music enrich, define and reflect culture?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 1.4.12.A.3 1.4.12.B.2	<p>Lesson 1: Chapter One “Experiencing the Pleasure of Music”</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Describe the ways music enhances our lives by reading the text and by completing the Perceptive Listening Grid. • Describe how globalization affects the music we hear by completing the Musical Identity Worksheet. • Comprehend the role of the family in two musical dynasties by reading about the Bach and Marsalis families. • Create music with MIDI by completing the project “Explore Forms and Musical Intensity”. 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter One; pp. 2-21. • <u>MIDI Supplement</u> Project 1; pp. 1-3. 	<ul style="list-style-type: none"> • Chapter One Vocabulary Review; Textbook; p.21. • Chapter One Test • MIDI Project 1 • “Explore Forms and Musical Intensity”.
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2	<p>Lesson 2: Chapter Two “Music as Culture”</p> <p>Obj: SWBAT:</p>	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Two; pp. 22-47 • <u>MIDI Supplement</u> 	<ul style="list-style-type: none"> • Chapter Two Vocabulary Review; Textbook; p.47 • Chapter Two Test

MELINE	NJCCCS	SKILLS/CONT. OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 1.4.12.A.3 1.4.12.B.2	<ul style="list-style-type: none"> Explain what the music of cultures teaches us about the cultures by completing the Anticipation Guide. Identify classifications and specific types of musical instruments and the sound each produces by reading the text and by listening to the musical examples. Analyze examples of traditional music from distinct world cultures by creating and completing a Listening Guide. Discuss and compare the characteristics of American popular music versus classical music by completing the Double Entry Journal worksheet. Create music with MIDI by completing the project "Blend Tone Colors within West African Rhythms." 	Project 2; pp. 7-9.	<ul style="list-style-type: none"> MIDI Project 2 "Blend Tone Colors with West African Rhythms".
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 1.4.12.A.3	<p>Lesson 3: Chapter Three "Experiencing Music"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> Compare the various levels of listening to music, and explain how perceptive listening can enhance the listener's appreciation by completing the 	<ul style="list-style-type: none"> <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Three; pp. 48-73. <u>MIDI Supplement</u> Project 3; pp. 13-15. 	<ul style="list-style-type: none"> Chapter Three Vocabulary Review; Textbook; p. 73 Chapter Three Test. MIDI Project 3- "Experiment with the Major Scale".

MELINE	NJCCCS	SKILLS/CONT f OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.4.12.B.2	<p>Music Criticism Worksheet.</p> <ul style="list-style-type: none"> • Compare the experience of listening to music alone with that of listening in the company of others by participating in a small group discussion. • Create an Artistic Visualization of music by completing the Visualization worksheet. • Create music with MIDI by completing the project "Experiment with the Major Scale". 		

BRIDGETON PUBLIC SCHOOLS
SUBJECT: MUSIC
PACING CHART/CURRICULUM MAP

Course: World of Music

Unit II: MUSIC! An Invitation to Move

Essential Question: How is rhythm an essential part of music?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4	<p>Lesson 1: Chapter Four “Find the Beat, Feel the Rhythm”</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Differentiate between beat, rhythm, meter and accent by completing the Rhythms Dictation Worksheet. • Identify metric patterns in music, and write these patterns in graphic notation by employing music notational software. • Improvise rhythm patterns by clapping/tapping in small groups. • Create music with MIDI by completing the project. “Create with Syncopation”. 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Four; pp. 74-95. • <u>MIDI Supplement</u> Project 4; pp. 18-20. 	<ul style="list-style-type: none"> • Chapter Four Vocabulary Review; Textbook; p.95 • Chapter Four Test. • MIDI Project 4 “Create with Syncopation”.
5 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 1.4.12.A.1	<p>Lesson 2: Chapter Five “Rhythms That Dance”</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Comprehend the dance traditions brought to America by reading the text and by completing the Vocabulary Self-Awareness 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Five; pp. 96-117. • <u>MIDI Supplement</u> Project 5; pp. 27-30. 	<ul style="list-style-type: none"> • Chapter Five Vocabulary Review and Test. • MIDI Project 5 “Create with Afro-Cuban Musical Styles”.

TIMELINE	NJCCCS	SKILLS/CON. OF OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.4.12.A.3 1.4.12.B.2	<p>worksheet.</p> <ul style="list-style-type: none"> • Compare and contrast differing dance forms by viewing videos of classical ballet and Broadway dances. • Identify and explain the origins and forms of various popular dances by listening to the dance music and by completing the Concept Matrix worksheet. • Create clave rhythms by completing the MIDI project "Create with Afro-Cuban Music Styles". 		

BRIDGETON PUBLIC SCHOOLS
SUBJECT: MUSIC
PACING CHART/CURRICULUM MAP

Course: World of Music

Unit III: MUSIC! To Let Us Create

Essential Question: How does music allow us to express our creativity?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.4 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2	<p>Lesson 1: Chapter Six "Vocal Music"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Comprehend how vocal timbre contributes to the uniqueness of a singer's voice by listening to a variety of solo voices and by completing the Concept Ladder worksheet. • Explain the effects of culture and style on a vocal performance by reading the text and by completing the Blues Listening and Performance worksheet. • Compose a song using MIDI by completing the project "Use the Power of Modulations". 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Six; pp. 118-143. • <u>MIDI Supplement</u> Project 6; pp. 34-36. 	<ul style="list-style-type: none"> • Chapter Six Vocabulary Review; Textbook; p. 143 • Chapter Six Test. • MIDI Project 6 "Use the Power of Modulations".
3 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.4	<p>Lesson 2: Chapter Seven "Making Musical Decisions"</p> <p>Obj: SWBAT:</p>	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Seven; pp. 144-167. • <u>MIDI Supplement</u> 	<ul style="list-style-type: none"> • Chapter Seven Vocabulary Review; Textbook; p.167. • Chapter Seven Test

AELINE	NJCCCS	SKILLS/CONTI OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2 1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.3 1.3.12.B.4 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2	<ul style="list-style-type: none"> • Identify the musical elements composers use to create by discussing form, melody, timbre and rhythm. • Compare and contrast the similarities and differences between composers and arrangers by completing the worksheet Compare and Contrast. • Experience the musical form of theme and variations by listening to a composition employing that musical structure. • Create music with MIDI by completing the project "Analyze and Compose in Blues Form". <p>Lesson 3: Chapter Eight "Musical Creators"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Identify five modern composers and songwriters by reading the textbook, by listening to musical examples and completing the worksheet "It Says/I Say/And So". • Describe how musical artists use music to communicate by participating in a small group reading circle and discussion with "Interview with Diane Warren". • Identify characteristics of American music by completing 	<ul style="list-style-type: none"> • Project 7; pp. 39-42. <ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Eight; pp. 168-193. • <u>MIDI Supplement</u> Project 8; pp. 48-50. 	<ul style="list-style-type: none"> • MIDI Project 7 "Analyze and Compose in Blues Form". <ul style="list-style-type: none"> • Chapter Eight Vocabulary Review; Textbook; p. 193 • Chapter Eight Test. • MIDI Project 8 "Make a Memorable Song Mix".

MELINE	NJCCCS	SKILLS/CONT. OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<p>the Perceptive Listening Guide.</p> <ul style="list-style-type: none"> • Compose music with MIDI by completing the project "Make a Memorable Song Mix". 		
4 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.3 1.3.12.B.4 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2	<p>Lesson 4: Chapter Nine "Jazz"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Comprehend the beginnings of jazz by reading the textbook and by viewing Video 1 from the PBS/ Ken Burns series "JAZZ". • Identify the uniquely American characteristics of jazz by completing the Brainstorming and Summarizing worksheets. • Distinguish and identify jazz musicians by completing the worksheet "Nicknames of the Jazz Greats". • Create music with MIDI by completing the project "Create a Jazz Solo". 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Nine; pp. 194-221. • Video 1-PBS/Ken Burns Series on "JAZZ". • <u>MIDI Supplement</u> Project 9; pp. 53-55. 	<ul style="list-style-type: none"> • Chapter Nine Vocabulary Textbook; p.221 • Chapter Nine Test. • MIDI Project 9 "Create a Jazz Solo".

BRIDGETON PUBLIC SCHOOLS
SUBJECT: MUSIC
PACING CHART/CURRICULUM MAP

Course: World of Music

Unit IV: MUSIC! To Understand Life's Meaning

Essential Question: How does music help to convey the meaning of life?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12.B.1 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Chapter Ten “Love and Romance”</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Identify the ways music expresses romantic ideas and feelings by listing them within a small group. • Recognize the use of symbolism and metaphor in songwriting by reading the worksheet “Write Lyrics for a Love Song” and by writing lyrics in a small group. • Identify a “hook” in a popular song by listening to examples of pop songs and recognizing the repeated sections. • Compare romantic musical expressions from various cultures and eras by listening to romantic songs and listing characteristics of each. • Create music with MIDI by completing the project 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Ten; pp. 223-241. • <u>MIDI Supplement</u> Project 10; pp. 58-61. 	<ul style="list-style-type: none"> • Chapter Ten Vocabulary Review; Textbook; p. 241 • Chapter Ten Test. • MIDI Project 10 “Compose a Love Song”

MELINE	NJCCCS	SKILLS/CONTENTS OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12.B.1 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1	<p>“Compose a Love Song”.</p> <p>Lesson 2: Chapter Eleven “Sacred Music”</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> Comprehend the role of music in religious ceremonies by reading the text and by completing the Reading Guide Preview. Understand religious musical traditions of various cultures and sects by reading about and discussing the histories of each. Compare and contrast the role of music in Judaism, Christianity and Islam by creating a Venn diagram. Create music by with MIDI by completing the project “Compose with Voices in Four Parts”. 	<ul style="list-style-type: none"> <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Eleven; pp. 242-267. <u>MIDI Supplement</u> Project 11; pp. 63-65. 	<ul style="list-style-type: none"> Chapter Eleven Vocabulary Review; Textbook; p. 267. Chapter Eleven Test. MIDI Project 11 “Compose with Voices in Four Parts”.
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12.B.1 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1	<p>Lesson 3: Chapter Twelve “Ceremony and Celebration”</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> Identify characteristics of national anthems by reading the text, listening to examples of national anthems and creating a descriptive list. Compare and contrast music 	<ul style="list-style-type: none"> <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Twelve; pp. 268-291. <u>MIDI Supplement</u> Project 12; pp. 68-69. 	<ul style="list-style-type: none"> Chapter Twelve Vocabulary Review; Textbook; p. 291. Chapter Twelve Test. MIDI Project 12 “Compose for a MIDI Marching Band”.

TIMELINE	NJCCCS	SKILLS/CONTENTS OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12.B.1 1.3.12.B.4 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1	<p>associated with various ceremonies and celebrations by completing a Venn diagram.</p> <ul style="list-style-type: none"> • Create music with MIDI by completing the project "Compose for a MIDI Marching Band". <p>Lesson 4: Chapter Thirteen "Condolences and Commemoration"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Analyze music's role in ceremonies mourning victims of tragedy by listening to condolence music and by listing the ways that it could help the grieving survivors. • Describe memorial rituals involving music in various cultures by reading the text and by participating in a small group discussion. • Discover ways that songs can be a personal response to death by completing the K-W-L Chart. • Create music with MIDI by completing the project "Develop a Dirge in the New Orleans Styles". 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Thirteen; pp. 292-317. • <u>MIDI Supplement</u> Project 13; pp. 73-74. 	<ul style="list-style-type: none"> • Chapter Thirteen Vocabulary Review; Textbook; p. 317. • Chapter Thirteen Test. • MIDI Project 13 "Develop a Dirge in the New Orleans Style".

BRIDGETON PUBLIC SCHOOLS
SUBJECT: MUSIC
PACING CHART/CURRICULUM MAP

Course: World of Music

Unit V: MUSIC! To Tell the Story of Our Lives

Essential Question: How does music describe the “story” of humankind?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2	<p>Lesson 1: Chapter Fourteen “Opera and Beyond”</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Describe the beginnings of opera by reading the text and by completing the Reading Guide. • Identify musical characteristics that communicate emotion by listening to arias from both <i>La Boheme</i> and <i>Rent</i> from the worksheet Making Connections. • Summarize the similarities and differences between an opera and a musical by completing the worksheet “Comparing and Contrasting” of the similarities and differences between opera and musicals. • Create music using MIDI by completing the project “Create an Aria”. 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Fourteen; pp. 318-339. • <u>MIDI Supplement</u> Project 14; pp.77-81. 	<ul style="list-style-type: none"> • Chapter Fourteen Vocabulary Review; Textbook; p. 339 • Chapter Fourteen Test. • MIDI Project 14 “Create an Aria”.
6 days	1.1.12.B.1 1.1.12.B.2	<p>Lesson 2: Chapter Fifteen “Musical Theatre”</p>	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> 	<ul style="list-style-type: none"> • Chapter Fifteen Vocabulary

MELINE	NJCCCS	SKILLS/CONT. OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.3.12.B.2 1.3.12.B.4 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2	<ul style="list-style-type: none"> Identify milestones in the development of the Broadway musical by reading the text and by completing the Reading Guide. Become familiar with the composers of classic Broadway musicals by reading the text and by listening to classic Broadway musical excerpts. Analyze and evaluate a Broadway musical by viewing and completing a Viewing Guide of the musical "Les Miserables". Create music with MIDI by completing the project "Create a Piece for Musical Theatre". 	<ul style="list-style-type: none"> <u>MIDI Supplement</u> Chapter Fifteen; pp.84-88. DVD "Les Miserables" DVD player/TV "Les Miserables" Viewing Guide 	<ul style="list-style-type: none"> Chapter Fifteen Test. MIDI Project 15 "Create a Piece for Musical Theatre".
7 days		<p>Lesson 3: Chapter Sixteen "Music in Film"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> Describe the origins and developments of music in the art of film by reading the history of film music in the textbook and writing a brief summary of it. Identify how music enhances dramatic action and gives continuity to a film by writing comments on the music while viewing film excerpts. Create music with MIDI by completing the project "Movie Music for an Action Scene". 	<ul style="list-style-type: none"> <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Sixteen; pp. 360-379. <u>MIDI Supplement</u>; Project 16; pp.92-95. DVD excerpts "The Lord of the Rings"; "Superman"; "The Red Violin". DVD player/TV 	<ul style="list-style-type: none"> Chapter Sixteen Vocabulary Review; Textbook; p. 379. Chapter Sixteen Test. MIDI Project 16 "Movie Music for an Action Scene".

BRIDGETON PUBLIC SCHOOLS
SUBJECT: MUSIC
PACING CHART/CURRICULUM MAP

Course: World of Music

Unit VI: MUSIC! To Chronicle History

Essential Question: How does music characterize the age in which it is created?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Chapter Seventeen "Medieval, Renaissance and Baroque Music"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Become familiar with the six historical periods of Western classical music and their corresponding characteristics by reading the text, and by listening to musical examples from each period. • Explain the contributions of the leading composers of the period by listening to their music and by completing the Concept Matrix. • Create music with MIDI by completing the project "Compose a Fugue". 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Seventeen; pp. 380-407. • <u>MIDI Supplement</u> Project 17 pp. 98-100. 	<ul style="list-style-type: none"> • Chapter Seventeen Vocabulary Review; Textbook; p. 407. • Chapter Seventeen Test. • MIDI Project 17 "Compose a Fugue".
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1	<p>Lesson 2: Chapter Eighteen "The Classical and Romantic Periods"</p>	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Eighteen; pp. 408- 	<ul style="list-style-type: none"> • Chapter Eighteen Vocabulary Review; textbook; p.435

MELINE	NJCCCS	SKILLS/CONT. OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.3.12.B.1 1.3.12.B.2 1.3.12.B.4 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1	<p>Obj: SWBAT:</p> <ul style="list-style-type: none"> Identify significant composers of the Romantic and Classical periods in Western music by reading the text and by completing the Self-Awareness Chart while listening to the musical examples. Compare and contrast Classical and Romantic Music by completing the worksheet "Double Entry Journal". Describe the organization of music forms by completing the worksheet "Reviewing Vocabulary". Create music with MIDI by completing the project "Create a Song Featuring Musical Motives". 	435. <ul style="list-style-type: none"> <u>MIDI Supplement</u> Project 18; pp. 104-107. 	<ul style="list-style-type: none"> Chapter Eighteen Test. MIDI Project 18 "Create a Song Featuring Musical Motives".
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4 1.4.12.A.3 1.4.12.B.1	<p>Lesson 3: Chapter Nineteen "Twentieth-Century Classical Music"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> Identify Impressionism and Expressionism in music by reading the textbook definitions, by listening to musical examples and participating in a small group discussion concerning the similarities and differences between music and visual art. Comprehend the definitions and procedures of 12-tone and aleatory music by reading the text and by listening to 	<ul style="list-style-type: none"> <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Nineteen; pp. 436-459. <u>MIDI Supplement</u> Project 19; pp. 111-112. 	<ul style="list-style-type: none"> Chapter Nineteen Vocabulary Review; Textbook; p. 459 Chapter Nineteen Test. MIDI Project 19 "Translate Drawings into Music".

MELINE	NJCCCS	SKILLS/CONT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSM ENTS
		examples of each. <ul style="list-style-type: none"> • Create music using MIDI by completing the project "Translate Drawings into Music". 		

BRIDGETON PUBLIC SCHOOLS
SUBJECT: MUSIC
PACING CHART/CURRICULUM MAP

Course: World of Music

Unit VII: MUSIC! To Characterize the Age

Essential Question: How can music work for the betterment of mankind?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Chapter Twenty "Music in Political and Social Movements"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Define <i>protest music</i> by reading the text and by writing the definition in your own words. • Describe the role of music in carrying the message of social and political movements around the world by reading about the movements, listening to the music and completing the Concept Definition Map. • Create music with MIDI by completing the project "Write a Song with a Social Message". 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Twenty; pp. 460-489. • <u>MIDI Supplement</u> Project 20; pp. 117-120. 	<ul style="list-style-type: none"> • Chapter Twenty Vocabulary Review; Textbook; p. 489. • Chapter Twenty Test. • MIDI Project 20 • "Write a Song with a Social Message".
4 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4	<p>Lesson 2: Chapter Twenty-One "Creating with Technology"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> • Trace the development of electronic and synthesized sounds by reading 	<ul style="list-style-type: none"> • <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Twenty-One; pp. 490-511. • <u>MIDI Supplement</u> Project 21; pp. 123-125. 	<ul style="list-style-type: none"> • Chapter Twenty-one Vocabulary Review; Textbook; p. 511. • Chapter Twenty-One Test. • MIDI Project 21

MELINE	NJCCCS	SKILLS/CONTENTS OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.4.12.A.3 1.4.12.B.1	<ul style="list-style-type: none"> the text and by completing the worksheet "Probable Passage". Comprehend the techniques used in modern recording studios to create new music from existing music by reading the text using Pair/Share. Describe the influence of the Internet on music dissemination and musical interactions by taking part in a small group discussion. Identify new roles and career opportunities in music by reading the text and by completing the worksheet "Visual Notes". Create music with MIDI by completing the project "Use the Real and Unreal Sounds of the Synthesizer". 		"Use the Real and Unreal Sounds of the Synthesizer".
5 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4 1.4.12.A.3 1.4.12.B.1	<p>Lesson 3: Chapter Twenty-Two "New Dimensions in Music"</p> <p>Obj: SWBAT:</p> <ul style="list-style-type: none"> Comprehend how visualization changes one's perception of a song by working with a partner to define the term <i>visualization</i> and by listening to music while using the technique of <i>visualization</i>. Identify how commercialism drives the decisions regarding what music is recorded and promoted by competing the worksheet "It Says/I Say/And 	<ul style="list-style-type: none"> <u>MUSIC! Its Role and Importance in Our Lives</u> Chapter Twenty-Two; pp. 512-527. <u>MIDI Supplement</u> Project 22; pp. 130-131. 	<ul style="list-style-type: none"> Chapter Twenty-Two Vocabulary Review; Textbook; p. 527. Chapter Twenty-Two Test. MIDI Project 22 "Experiment with Urban Hip-Hop Grooves".

MELINE	NJCCCS	SKILLS/CONTENTS OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<p>So".</p> <ul style="list-style-type: none"> Analyze your own development as a musician and a listener by completing the worksheet "Three Level Guide". Create music with MIDI by completing the project "Experiment with Urban Hip-Hop Grooves". 		