

2023 Music Curriculum

Grades 9-12: Music Composition, Theory & Technology

Born on August 23, 2022 by the South Bergen Jointure Commission Board of Education

Revisions adopted on August 22, 2023 by the South Bergen Jointure Commission Board of Education

Aligned to the [New Jersey Student Learning Standards for Visual and Performing Arts 2020](#)

[2020 New Jersey Student Learning Standards for Visual and Performing Arts \(NJSL-S-VPA\)](#)
[Grades 9-12](#)

1.3B Music Composition and Theory

Creating

Anchor Standard 1: Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Anchor Standard 2: Anchor Standard 2: Organizing and developing ideas.

- 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

Anchor Standard 3: Refining and completing products.

- 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Performing

Anchor Standard 4: Selecting, analyzing and interpreting work.

- 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
- 1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- 1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.
- 1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
- 1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

Anchor Standard 6: Conveying meaning through art.

- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

Responding

Anchor Standard 7: Perceiving and analyzing products.

- 1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Re7b: Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.

Anchor Standard 8: Interpreting intent and meaning.

- 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- 1.3B.12prof.Re9b: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.E Music Technology

Creating

Anchor Standard 1: Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3E.12prof.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.

Anchor Standard 2: Anchor Standard 2: Organizing and developing ideas.

- 1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

Anchor Standard 3: Refining and completing products.

- 1.3E.12prof.Cr3a: Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- 1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Performing

Anchor Standard 4: Selecting, analyzing and interpreting work.

- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
- 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- 1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- 1.3E.12prof.Pr5a: Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Anchor Standard 6: Conveying meaning through art.

- 1.3E.12prof.Pr6a: Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- 1.3E.12prof.Pr6b: Demonstrate an understanding of the context of music through prepared and improvised performances.

Responding

Anchor Standard 7: Perceiving and analyzing products.

- 1.3E.12prof.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
- 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Anchor Standard 8: Interpreting intent and meaning.

- 1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3E.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- 1.3E.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

*This curriculum is aligned to the High School Proficient proficiency level.

[Description of the High School Proficient Proficiency Level in Music](#)

Students at the proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.

MUSIC COMPOSITION, THEORY & TECHNOLOGY: GRADES 9-12 PACING GUIDE

UNIT 1 SEPTEMBER or FEBRUARY	UNIT 2 OCTOBER or MARCH	UNIT 3 NOVEMBER or APRIL	UNIT 4 DECEMBER or MAY	UNIT 5 JANUARY or JUNE
Element of Music	Music Styles & Analysis	Performing	Self Improvement & Critique	Interest in Music & Music as a Career
<u>NJSLS- VPA</u>	<u>NJSLS- VPA</u>	<u>NJSLS- VPA</u>	<u>NJSLS- VPA</u>	<u>NJSLS- VPA</u>
1.3B.12prof.Pr4c	1.3B.12prof.Pr4b	1.3B.12prof.Cr2a	1.3B.12prof.Cr3a	1.3B.12prof.Cr1a
1.3B.12prof.Pr5b	1.3B.12prof.Pr6b	1.3B.12prof.Cr3b	1.3B.12prof.Pr5c	1.3B.12prof.Pr4a
1.3B.12prof.Re9a	1.3B.12prof.Re7b	1.3B.12prof.Pr6a	1.3B.12prof.Re9b	1.3B.12prof.Re7a
	1.3B.12prof.Re8a	1.3B.12prof.Pr5a		1.3B.12prof.Cn10a
		1.3B.12prof.Cr2b		

MUSIC COMPOSITION, THEORY & TECHNOLOGY: GRADES 9-12

COURSE OVERVIEW

Unit 1: Elements of Music

Objectives	<p>Students will be able to:</p> <p><u>Sound/Tone Color</u></p> <ul style="list-style-type: none"> - Identify the elements of music and how they affect the reactions of the listener - Identify the four instrument families by sound and sight - Identify instrumental and vocal ensembles by sound and sight - Describe phrases while applying knowledge of musical dynamics <p><u>Melody</u></p> <ul style="list-style-type: none"> - Hear, identify, and create music that represents high, middle, and low - Illustrate and describe melodic contour - Identify pitch letter names for lines and spaces on the treble staff <p><u>Harmony</u></p> <ul style="list-style-type: none"> - Hear, identify and create music in major and minor keys <p><u>Rhythm</u></p> <ul style="list-style-type: none"> - Read and compose rhythmic exercises in 4/4 meter using quarter, eighth, half, and whole notes/corresponding rests using counts and/or syllables while maintaining a consistent given tempo - Read and compose simple rhythmic ostinati - Identify and describe musical tempo <p><u>Form</u></p> <ul style="list-style-type: none"> - Relate contrasting sections to form - Identify form in songs and recorded music (AB, ABA, Verse, Refrain, etc.)
Vocabulary	<ul style="list-style-type: none"> - Beat, Rhythm, Melody, Harmony (Major & Minor), Texture, Dynamics, Pitch, Phrase, Style, Articulation, Timbre, Form
Materials	<ul style="list-style-type: none"> - Boomwhackers, Hand Bells, Rhythm Sticks, MusicPlayOnline, Quaver, MusicTheory.net, Incredibox, Chrome Music Lab, Staff Wars, YouTube, Noteflight, Other music-related websites
NJSLS	1.3B.12prof.Pr4c, 1.3B.12prof.Pr5b, 1.3B.12prof.Re9a

Unit 2: Music Styles & Analysis

Objectives	<p>Students will be able to:</p> <p><u>Sound/Tone Color</u></p> <ul style="list-style-type: none"> - Identify the elements of music and how they affect the reactions of the listener - Identify the four instrument families by sound and sight - Identify instrumental and vocal ensembles by sound and sight
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	<ul style="list-style-type: none"> - Describe phrases while applying knowledge of musical dynamics <u>Melody</u> <ul style="list-style-type: none"> - Hear, identify, and create music that represents high, middle, and low - Illustrate and describe melodic contour - Identify pitch letter names for lines and spaces on the treble staff <u>Harmony</u> <ul style="list-style-type: none"> - Hear, identify and create music in major and minor keys <u>Rhythm</u> <ul style="list-style-type: none"> - Read and compose rhythmic exercises in 4/4 meter using quarter, eighth, half, and whole notes/corresponding rests using counts and/or syllables while maintaining a consistent given tempo - Read and compose simple rhythmic ostinati - Identify and describe musical tempo <u>Form</u> <ul style="list-style-type: none"> - Relate contrasting sections to form - Identify form in songs and recorded music (AB, ABA, Verse, Refrain, etc.) <u>Film Composers/History</u> <ul style="list-style-type: none"> - Identify and describe various genres of music - Articulate musical elements and compositional techniques from historical and current film music - Critique musical effectiveness and intent of music in films - Identify significant film composers and their works
Vocabulary	<ul style="list-style-type: none"> - Beat, Rhythm, Melody, Harmony (Major & Minor), Texture, Dynamics, Pitch, Phrase, Style, Articulation, Timbre, Form, Genre, Composer
Materials	<ul style="list-style-type: none"> - Boomwhackers, Hand Bells, Rhythm Sticks, MusicPlayOnline, Quaver, MusicTheory.net, Incredibox, Chrome Music Lab, Staff Wards, YouTube, Noteflight, Other music-related websites
NJSLS	1.3B.12prof.Pr4b, 1.3B.12prof.Pr6b, 1.3B.12prof.Re7b, 1.3B.12prof.Re8a

Unit 3: Performing

Objectives	<p>Students will be able to:</p> <p><u>Sound/Tone Color</u></p> <ul style="list-style-type: none"> - Identify the elements of music and how they affect the reactions of the listener - Identify the four instrument families by sound and sight - Identify instrumental and vocal ensembles by sound and sight - Describe phrases while applying knowledge of musical dynamics <p><u>Melody</u></p> <ul style="list-style-type: none"> - Hear, identify, and perform music that represents high, middle, and low - Illustrate and describe melodic contour - Perform on a classroom instrument melodic contour
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	<ul style="list-style-type: none"> - Perform basic melodies on a keyboard instrument - Identify & perform pitch letter names for lines and spaces on the treble staff <p><u>Harmony</u></p> <ul style="list-style-type: none"> - Hear, identify and perform music in major and minor keys <p><u>Rhythm</u></p> <ul style="list-style-type: none"> - Read and perform rhythmic exercises in 4/4 meter using quarter, eighth, half, and whole notes/corresponding rests using counts and/or syllables while maintaining a consistent given tempo - Read and perform simple rhythmic ostinati - Perform various musical examples at differing musical tempi <p><u>Form</u></p> <ul style="list-style-type: none"> - Relate contrasting sections to form - Identify and perform form in songs and recorded music (AB, ABA, Verse, Refrain, etc.) <p><u>Composing/Arranging</u></p> <ul style="list-style-type: none"> - Create an arrangement that effectively layers musical loops (Soundtrap) - Demonstrate an understanding of form and structure in a musical arrangement - Listen to, analyze, and describe arrangements in terms of musical effectiveness, intent, and personal taste
Vocabulary	<ul style="list-style-type: none"> - Beat, Rhythm, Melody, Harmony (Major & Minor), Texture, Dynamics, Pitch, Phrase, Style, Articulation, Timbre, Form, Genre, Composer
Materials	<ul style="list-style-type: none"> - Boomwhackers, Hand Bells, Rhythm Sticks, MusicPlayOnline, Quaver, MusicTheory.net, Incredibox, Chrome Music Lab, Staff Wards, YouTube, Noteflight, Soundtrap, Other music-related websites
NJSLS	1.3B.12prof.Cr2a, 1.3B.12prof.Cr3b, 1.3B.12prof.Pr6a, 1.3B.12prof.Pr5a, 1.3B.12prof.Cr2b

Unit 4: Self-Improvement & Critique

Objectives	<p>Students will be able to: Students will be able to:</p> <p><u>Sound/Tone Color</u></p> <ul style="list-style-type: none"> - Identify the elements of music and how they affect the reactions of the listener - Identify the four instrument families by sound and sight - Identify instrumental and vocal ensembles by sound and sight - Describe phrases while applying knowledge of musical dynamics <p><u>Melody</u></p> <ul style="list-style-type: none"> - Hear, identify, and perform music that represents high, middle, and low - Illustrate and describe melodic contour - Perform on a classroom instrument melodic contour - Perform basic melodies on a keyboard instrument - Identify & perform pitch letter names for lines and spaces on the treble staff <p><u>Harmony</u></p>
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	<ul style="list-style-type: none"> - Hear, identify and perform music in major and minor keys <u>Rhythm</u> <ul style="list-style-type: none"> - Read and perform rhythmic exercises in 4/4 meter using quarter, eighth, half, and whole notes/corresponding rests using counts and/or syllables while maintaining a consistent given tempo - Read and perform simple rhythmic ostinati - Perform various musical examples at differing musical tempi <u>Form</u> <ul style="list-style-type: none"> - Relate contrasting sections to form - Identify and perform form in songs and recorded music (AB, ABA, Verse, Refrain, etc.)
Vocabulary	<ul style="list-style-type: none"> - Beat, Rhythm, Melody, Harmony (Major & Minor), Texture, Dynamics, Pitch, Phrase, Style, Articulation, Timbre, Form, Genre, Composer
Materials	<ul style="list-style-type: none"> - Boomwhackers, Hand Bells, Rhythm Sticks, MusicPlayOnline, Quaver, MusicTheory.net, Incredibox, Chrome Music Lab, Staff Wards, YouTube, Noteflight, Soundtrap, Other music-related websites
NJSLS	1.3B.12prof.Cr3a, 1.3B.12prof.Pr5c, 1.3B.12prof.Re9b

Unit 5: Interest in Music & Music as a Career

Objectives	<p>Students will be able to:</p> <p><u>Sound/Tone Color</u></p> <ul style="list-style-type: none"> - Identify the elements of music and how they affect the reactions of the listener - Identify the four instrument families by sound and sight - Identify instrumental and vocal ensembles by sound and sight - Describe phrases while applying knowledge of musical dynamics <p><u>Melody</u></p> <ul style="list-style-type: none"> - Hear, identify, and perform music that represents high, middle, and low - Illustrate and describe melodic contour - Perform on a classroom instrument melodic contour - Perform basic melodies on a keyboard instrument - Identify & perform pitch letter names for lines and spaces on the treble staff <p><u>Harmony</u></p> <ul style="list-style-type: none"> - Hear, identify and perform music in major and minor keys <p><u>Rhythm</u></p> <ul style="list-style-type: none"> - Read and perform rhythmic exercises in 4/4 meter using quarter, eighth, half, and whole notes/corresponding rests using counts and/or syllables while maintaining a consistent given tempo - Read and perform simple rhythmic ostinati - Perform various musical examples at differing musical tempi <p><u>Form</u></p> <ul style="list-style-type: none"> - Relate contrasting sections to form
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	<ul style="list-style-type: none"> - Identify and perform form in songs and recorded music (AB, ABA, Verse, Refrain, etc.) <u>Interests/Careers</u> <ul style="list-style-type: none"> - Identify various career opportunities related to music or sound - Create music playlists that demonstrate the connections to an interest or experience for a specific purpose - Demonstrate an understanding of the relationships between music and the other arts, disciplines, and daily life.
Vocabulary	<ul style="list-style-type: none"> - Beat, Rhythm, Melody, Harmony (Major & Minor), Texture, Dynamics, Pitch, Phrase, Style, Articulation, Timbre, Form, Conductor, Various music job roles
Materials	<ul style="list-style-type: none"> - Boomwhackers, Hand Bells, Rhythm Sticks, MusicPlayOnline, Quaver, MusicTheory.net, Incredibox, Chrome Music Lab, Staff Wards, YouTube, Noteflight, Other music-related websites
NJSLS	1.3B.12prof.Cr1a, 1.3B.12prof.Pr4a, 1.3B.12prof.Re7a, 1.3B.12prof.Cn10a