BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

COLUMBIA MIDDLE SCHOOL
MUSIC DEPARTMENT

MUSIC & TECHNOLOGY

Curriculum Guide

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This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Education Plan (IEP).

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

The National Association for Music Education, in its “Facts and Insights on the Benefits of Music Study,” groups the benefits conveyed by music education as follows:

- **Success in Society**
  NAfME espouses the idea that “music is a part of the fabric of our society. The intrinsic value of music for each individual is widely recognized in the many cultures that make up American life — indeed, every human culture uses music to carry forward its ideas and ideals. The importance of music to our economy is without doubt. And the value of music in shaping individual abilities and character are evident.”

- **Success in School and Learning**
  The skills taught and reinforced through music education include study skills, communication skills, and cognitive skills. These skills are transferable to every aspect of a child’s school experience.

- **Success in Developing Intelligence**
  Studies conducted by psychologists and neuroscientists from The University of Toronto, Stanford University, McMaster University, and many other major research institutions confirm that music education improves at least some measures of intelligence.

- **Success in Life**
  The arts “instill in students the habits of mind that last a lifetime: critical analysis skills, the ability to deal with ambiguity and to solve problems, perseverance and a drive for excellence. Moreover, the creative skills children develop through the arts carry them toward new ideas, new experiences, and new challenges, not to mention personal satisfaction.”

Music Technology is an integral part of educating the whole child. Through Music Technology, we aim to develop students who appreciate the value and historical significance of music to society, succeed in both present and future school environments, and ultimately excel in life and career. Students also benefit from the development of technology skills, such as use of multiple pieces of music software, use of various internet resources, and the creation of multimedia projects.
MISSION STATEMENT

In Music Technology we answer the following questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians make creative decisions?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of music inform a response?
- How do individuals choose music to experience?
- How do we discern musical creators’ and performers’ expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing and responding?
- How do the other arts, other disciplines, contexts and daily life, influence creating, performing, and responding to music?
COURSE PROFICIENCIES

COURSE OBJECTIVES

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
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.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
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.
STUDENT PROFICIENCIES

The student will be able to:

1. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
2. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
3. 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.
4. Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
5. Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill.
6. Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
7. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
8. Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
   a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
   b. Demonstrate an understanding of the context of music through prepared and improvised performances.
9. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
10. Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
11. 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.
12. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
METHODS OF EVALUATION

1. Portfolio of student compositions/arrangements
2. Multi-media projects
3. Participation/teacher observation
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**
- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb’s Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
• Exploration Activities
• Student choice

**ELLs**
• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Consultation with ESL teachers
• Manipulatives
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Modified homework
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Manipulatives
• Flipped Instruction
• Words banks
• Reduced choice on assessments
• Preferential seating
• Choice activities
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Provide an enriched curriculum and activities
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

504s
● Exemplars of varied performance levels
● Multimedia presentations
● Sheltered instruction
● Tiered/Scaffolded Lessons
● Mnemonic devices
● Visual aids
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Manipulatives
● Words banks
● Reduced choice on assessments
● Preferential seating
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
● Modified homework
● Independent projects
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
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● Assessment read aloud
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● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**
● Exemplars of varied performance levels
● Multimedia presentations
● Tiered/Scaffolded Lessons
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
● Modified time requirements
● Modified notes
● Modified lesson, assessment and study guide format
● Modified homework
● Provide an enriched curriculum and activities
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● Printed copies of class readings for application of Active Reading Strategies
### SCOPE AND SEQUENCE
### COURSE OUTLINE/STUDENT OBJECTIVE

The student will be able to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Course Outline/Student Objectives</th>
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<tbody>
<tr>
<td><strong>I.</strong> Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. (Throughout)</td>
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<td><strong>II.</strong> Demonstrate an understanding of the context of music through prepared and improvised performances. (Throughout)</td>
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<td><strong>III.</strong> Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances. (Throughout)</td>
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<tr>
<td>Standards: 1.1.8.B.1-2; 1.3.8.B.2; 1.4.8.B.2; MU:Pr4.2.T.HSI Technology: 8.1.8.A.1; 8.1.8.D.2; 8.1.8.D.3 21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12 Cross Curricular: 9.3.12.AR-PRF.1; 9.3.12.AR-AV.2</td>
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<td><strong>IV.</strong> Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances. (Throughout)</td>
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<td><strong>V.</strong> Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill. (1 week)</td>
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Berkeley Heights Public Schools
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<tr>
<th>Cross Curricular:</th>
<th>Standards:</th>
<th>Technology:</th>
<th>21st Century:</th>
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<td>VI. 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 week)</td>
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<td>21st Century:</td>
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<td>1.4.8.A.1; MU:Pr7.2.T.HSI</td>
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<td>VII. Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response. (2 weeks)</td>
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<td>21st Century:</td>
<td>Cross Curricular:</td>
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<td>VIII. 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. (2 weeks)</td>
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<td>IX. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests. (2 weeks)</td>
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<td>X. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools. (1 week)</td>
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<td>XI. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources. (1 week)</td>
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Berkeley Heights Public Schools
| Standards: 1.3.12.B.4; MU:Cr3.1.T.HSI | XII. 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 week) |
| Technology: 8.1.8A.1; 8.1.8.D.2; 8.1.8.D.3 | 21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12 |
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Music Technology is partially a performance-based course. Consequently, objectives I to IV are being consistently addressed through rehearsal of the repertoire.
RESOURCES/MATERIALS


*Music Educators Journal*

*Teaching Music*