

MUSIC CURRICULUM FRAMEWORK¹
Based on *UbD Template 2.0* : Stage 1 – Desired Results

<u>Seventh Grade General Music</u>	<u>Komula</u>	<u>7th</u>
Course Title	Teacher(s)	Grade Level(s)
Course Structure	<input checked="" type="radio"/> Single Semester <input type="radio"/> Full Year (Single Grade) <input checked="" type="radio"/> Multiple Years (Combined Grades) X 9 weeks	

Course Description This course is a nine weeks course meeting every day. A wide variety of American Folk music is explored. Video and audio examples will be played daily. The students will be given study guides for each section and tested after the unit is complete. The students will write a folk song using current language and themes. Students will engage in class discussion, listen to audio examples, and view video examples of many artists discussed in each class. This class also highlights the early stages of musical theater. The class progresses to the early theater in America. The students will watch a stage production of the musical “The Pirates of Penzance”. A musical production viewing guide and script are provided detailing the history of the production and the historical context along with assigned activities for the students to complete. The students will complete a writing assignment at the end of the production. The class will then focus on the “Golden Age of Musical Theater” the 1940’s and 1950’s. Rodgers and Hammerstein’s musical “South Pacific” will be discussed and viewed. The students will have a viewing guide to complete during the production. A test and writing assignment will follow the production. The students will complete the musical theater section with discussion and audio examples of Lord Andrew Lloyd Weber’s music.

Established Goals	Transfer	
Music Program Goal 1 Develop Skills in Music Reading Music Program Goal 2 Perform with Musical Expression Music Program Goal 3 Listen to Music with Understanding Music Program Goal 4 Make Value Judgments about Music	<i>Students will be able to independently use their learning to . . .</i>	
	<ol style="list-style-type: none"> 1. Understand the social and cultural impact that music has on a society. 2. Relate past music business practices to the music business today. 3. Critically analyze a piece of music to better understand the composer’s perspective. 	
	Meaning	
	<i>Understandings</i>	<i>Essential Questions</i>
	<i>Students will understand that . . .</i>	
	<ol style="list-style-type: none"> 1. Music from the past influences the creation of music of the present and future. 2. All styles of music are important in the evolution of modern popular music. 3. Music has social and political influence and can be influenced by social and political movements. 4. Music reflects the time in which it was created. 	<ol style="list-style-type: none"> 1. The difference between music of good quality and music of poor quality. 2. Ways that music can be performed in an expressive way. 3. How music can express emotions. 4. What it takes to be a musician or work in the music industry. 5. How music is used in social and political movements.

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

	<p>5. Advancements in technology have influenced music in the past and continue to influence music in the present.</p>	<p>6. How to articulate personal opinions of music and explain how and why their personal experiences have affected their opinions.</p>
Acquisition of Knowledge & Skill²		
	<p style="text-align: center;"><i>Knowledge</i></p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. The evolution of folk music and its historical context. 2. The history of musical theater in America. 3. The history of Gilbert and Sullivan 4. The history of Rodgers and Hammerstein 5. The history of Andrew Lloyd Weber. 6. The history of the early recording industry. 7. Available jobs in the music industry and the current pay scale of each profession. 8. How to recognize the effects of the change in technology and social media on music. 9. How to recognize the archiving of American Roots Music came to be. 	<p style="text-align: center;"><i>Skills</i></p> <p><i>Students will be skilled at . . .</i></p> <ol style="list-style-type: none"> 1. Analyzing popular music. 2. Recognizing musical trends that have influence music and society. 3. Recognizing music from the folk era. 4. Recognizing the influence of musical groups such as Jimmy Rogers and Robert Johnson. 5. Terminology of folk music. 6. Recognizing patterns in musical form.

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).