

**BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
MIDDLE SCHOOL
Adopted 5/18/1998**

PHILOSOPHY

“The educational success of our children depends on creating a society that is both literate and imaginative, both competent and creative.” Music is an important part of the lives of all people and is essential if students are to gain a broad cultural and historical perspective.

Music embraces, enhances and supports all other subject areas and still maintains its own integrity. It has intrinsic value and development, learning and reasoning skills and aesthetic values.

We believe that music education fosters personal development in the areas of: self image, self-esteem, creativity and responsibility to the group.

The music program encompasses areas of discipline and knowledge which have an important place in the school’s total curriculum.

Therefore, as an educational system we believe we can teach all children and all children can learn. We believe accessing knowledge, reasoning, questioning, and problem solving are the foundations for learning in an ever-changing world. We believe education enables students to recognize and strive for higher standards. Consequently, we will commit our efforts to help students acquire knowledge and attitudes considered valuable in order to develop their potential and/or their career and lifetime aspirations.

LEARNING DOMAINS

- I. The learner will develop an understanding of the elements of music.**
- II. The learner will develop an understanding of performance techniques.**
- III. The learner will develop an understanding of the historical significance of music.**
- IV. The learner will develop an understanding of that personal development is fostered through the communication.**

BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
7TH GRADE

I. The learner will develop an understanding of the elements of music.

Rhythm

1. Employ simple syncopation patterns in 2/4, 3/4, and 4/4 meters.
2. Demonstrate dotted 1/8 note, dotted 1/16 note patterns in 2/4, 3/4, and 4/4 meters.
3. Use 1/8 and 1/16 note patterns in 2/4, 3/4 and 4/4 meters.

Notation

4. Perform a chromatic scale of one octave.
5. Identify and employ metronome and tempo markings as indicated in appropriate literature.
6. Identify and perform Major scales in the Keys of C, G and Ab.
7. Recognize and employ simple accidentals.
8. Recognize and employ grace notes, trills, and tremolo patterns. (Band-Orchestra)

Melody

9. Match pitches in song and scales with attention to intonation. (Vocal)
10. Recognize melodic movement.

Harmony

11. Perform harmonies in partner songs, rounds, ostinatos, and descants of increased difficulty. (Vocal)
12. Perform 3-part and 4-part harmonies based on the 3rd.

Dynamics/Expression

13. Recognize and perform simple tempo and dynamic markings in music.

Timbre

14. Distinguish between contrasting timbres.
15. Examine timbres use in the music of other cultures.

Form

16. Identify and respond to simple phrases in music.
17. Identify forms using AB, ABA.

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II. The learner will develop an understanding of performance techniques.

Physical Requirements

- 18. Use appropriate posture for a support of breath. (Vocal)
- 19. Demonstrate correct posture and instrument position. (Band & Orchestra)

Techniques of Performance

- 20. Recognize and perform pitched and non-pitched consonants. (Vocal)
- 21. Practice the rudiments of note reading and playing while adjusting intonation to others. (Band)
- 22. Demonstrate next appropriate position for each instrument. (Orchestra)
- 23. Perform sight-reading of simple melodies. (Vocal)
- 24. Demonstrate the ability to follow the conductor.

Tone Quality

- 25. Practice vowel placement for uniform sound. (Vocal)
- 26. Examine bending of sounds and the resulting change in pitch and quality. (Band)
- 27. Demonstrate vibrato. (Orchestra)

Use of Expression

- 28. Interpret the dynamics of the score.
- 29. Identify similarities and differences of musical styles.

Use of Movement

- 30. Coordinate movement with singing. (Vocal)
- 31. Develop finger/hand speed. (Band)
- 32. Develop finger/bow speed. (Orchestra)

Care of the Instrument

- 33. Practice support of the speaking voice. (Vocal)
- 34. Demonstrate skills conducive to tuning. (Band-Orchestra)

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III. The learner will develop an understanding of the historical significance of music.

Composers

35. Compare the jazz styles of Ellington, Basie, Kenton and Goodman.

Style/Historical Periods

36. Discriminate between the characteristics of jazz/swing and gospel/blues.

Diverse Cultures

37. Perform music from diverse cultures with appropriate expression.
38. Recognize the attributes of a piece of exemplary music.
39. Categorize music by genre and style.

IV. The learner will develop an understanding of personal development as fostered through the communication of music.

Self-confidence

40. Demonstrate the skill of singing or playing in three parts.
41. Perform solos or small ensemble music.
42. Memorize selected music.

Group Interaction

43. Demonstrate appropriate behaviors in groups.

Self-discipline

44. Recognize the impact of their behavior and/or music skills on the group's success.

Creativity

45. Create sound compositions.
46. Create word chants. (Vocal)
47. Improvise on a pentatonic scale. (Band)

BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
8TH GRADE

I. The learner will develop an understanding of the elements of music.

Rhythm

1. Employ dotted rhythms in 6/8 and 4/4.
2. Demonstrate alla breve.
3. Employ simple syncopation patterns in alla breve and 6/8.

Notation

4. Apply major scales of C, G, D, A and F, Bb, Eb.
5. Use D.S., D.C., coda, staccato, legato and marcato.
6. Inspect 32nd and 64th notes and rests.

Melody

7. Perform sight-reading of step-wise melodies.
8. Demonstrate sight-reading of DO, MI, SOL and Do. (Vocal)

Harmony

9. Identify harmony in counter melodies. (Vocal)
10. Inspect intonation within chordal structure.

Dynamics/Expression

11. Apply tempo/dynamic marking of increased difficulty.

Timbre

12. Distinguish between the dominance of parts.

Form

13. Discriminate between forms and styles and the periods they represent. i.e. romantic vs. baroque.

II. The learner will develop an understanding of performance techniques.

Physical requirements

14. Identify the physical components of the vocal mechanism. (Vocal)
15. Practice extended range. (Band & Orchestra)
16. Coordinate watching music and director.

Techniques of Performance

17. Demonstrate the use of different styles in music.
18. Demonstrate interpretive devices as used in various styles of music.

Tone Quality

19. Recognize ability of the voice to produce different sounds. (Vocal)
20. Demonstrate careful tuning with breath control. (Band)
21. Demonstrate careful tuning while maintaining tone quality throughout range. (Orchestra)

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Use of Expression

- 22. Interpret dynamics of the musical line. (Vocal)
- 23. Employ rubato. (Band)
- 24. Employ vibrato and rubato. (Orchestra)
- 25. Apply criteria of expressive devices to perform.

Use of Movement

- 26. Demonstrate movement with appropriate style and tempo. (Vocal)
- 27. Demonstrate hand and instrument adjustment for intonation. (Band-Orchestra)

Care of the Instrument

- 28. Discuss nasal sound hyper nasality, nodules, and laryngitis. (Vocal)
- 29. Demonstrate basic instrument maintenance. (Band-Orchestra)

III. The learner will develop an understanding of the historical significance of music.

Composers

- 30. Compare folk and pop music.

Style/Historical Periods

- 31. Compare pop, rock, soul and funk.

Diverse Cultures

- 32. Compare functions of music in several cultures.

IV. The learner will develop an understanding of personal development as fostered through the communication of music.

Self-confidence

- 33. Demonstrate the skill of singing or playing in four parts.
- 34. Prepare solos and/or ensembles.

Group Interaction

- 35. Recognize the use of music to change human interrelationships and emotions.

Self-discipline

- 36. Recognize appropriate concert behavior.

Creativity

- 37. Create new sounds with familiar instruments.