

General Music Nine Week Syllabus

Grade Levels: 6th, 7th, and 8th

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- **Duration:** 1 Quarter (9 weeks)

Course Description

- The purpose of the general music course at East Middle School is to develop comprehensive musicianship with a focus of musical literacy. As a music educator, I believe all students are musical by nature, and have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to help students become more enlightened and truly alive through a balanced, comprehensive, and sequential program of study. This nine-week course allows students to transfer prior knowledge and skills and to explore and develop their musicianship through various courses of study. These include but are not limited to studies based in the Spotlight on Music textbook and support materials, MIE (Music in Education), Orff Instruments, and World Drumming.

Course Objectives

NATIONAL AND STATE STANDARDS:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

Grade Specific Expectations

1. 60% Project
 - a. Final Homemade Instrument Project (Guidelines sent home week 3)
 - b. World Drumming Video Recording (Done in Class)
2. 20% Daily Participation
 - a. Materials (pencil, binder, class notes)
 - b. Conduct
3. 10% Tests
 - a. Written
 - b. Oral Questioning
4. Homework/Classwork
 - a. Bell Ringer
 - b. Written
 - c. Group work

Required Supplies

- Pencil & eraser
- Binder or Folder for Notes
- Lines Paper (notebook or loose)

At a Glance

- Demonstrate ability to sing simple songs alone and in an ensemble
- Sight-sing simple melodies and rhythms
- Sight-sing a song on a classroom instrument
- Identify the parts of classroom instruments and demonstrate procedures for handling them
- Apply expressiveness in music performed including dynamics, tempo, articulations, etc.
- Locate their own part and other parts in a 4-part vocal score
- Demonstrate appropriate vocal technique when performing 3 and 4-part literature
- Successfully perform in a concert setting
- Move to music in a variety of styles and meters
- Visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts
- Identify musical components of both instrumental and vocal score
- Aurally and visually analyze a listening example with regard to phrase, meter, and a variety of forms
- Group notes and rests into measures in a variety of time signatures
- Improvise extended passages on classroom instruments
- Compose a song with I-IV-V-I harmony
- Compare and contrast a variety of listening examples with regard to instrumentation, style, and cultural context
- Demonstrate proper audience behavior
- Recognize musical value in a variety of genres and justify personal preferences
- Describe how to apply technology to process music
- Locate opportunities for additional musical experiences in the school and community, and make intelligent choices about how they would like to include music in their lives in the immediate and distant future
- Discuss the requirements for a career in music and complete appropriate research regarding a career in music

Week 1

- Classroom expectations: Rules and procedures, required materials
- Pre-Assessment: Rhythm, note reading, singing and instrumental performance skills, vocabulary, score analysis
- Rhythm: identify, read, perform simple patterns in unison, spoken and on instruments
- Sing simple songs, unison and round, from score
- Vocabulary
- Listening and Analysis: selected examples from various styles and historical periods

Week 2

- Rhythm: identify, read, perform simple patterns, unison and polyrhythmic, spoken and on instruments
- Move: develop and apply movements and gestures to simple rhythm patterns and simple songs
- Sing simple songs, unison and 2-part, from score with expression
- Score analysis: Label and identify components
- Vocabulary
- Compose and perform simple rhythmic pieces, 4- or 8-measures, unison and round
- Listening and Analysis: selected examples from various style and historical periods

Week 3

- Rhythm: identify, read, perform simple patterns, 2 or more part polyrhythmic
- Move: develop and apply movements and gestures to simple rhythm patterns and simple songs
- Score analysis: Label and identify components
- Compose and perform simple rhythmic pieces, 4- or 8-measures, single part
- Listening and Analysis: selected examples from various styles and historical periods
- Assessment: Rhythm reading and performance, vocabulary, score analysis, listening analysis

Week 4

- Develop rhythm reading and performance
- Identify notes on the staff of treble and bass clefs
- Sight-sing melodies in key of C major on treble clef, stepwise, in unison, on solfege syllables
- Improvisation: Perform simple 4- or 8- beat improvised rhythmic/melodic patterns in call and response setting (teacher - student) and ensemble setting
- Vocabulary
- Establish criteria for evaluating music, recorded and performed live
- Listening and Analysis: selected examples from various styles and historical periods

Week 5

- Technology: Introduce, discuss, and utilize various applications for recording, composing, arranging, and listening to music
- Rhythm: identify, read, perform polyrhythmic patterns, spoken and on instruments
- Sight-sing songs from score in unison, round, and 2-part
- Vocabulary
- Compose and perform simple 2-part polyrhythmic piece, 4- or 8-measures
- Improvisation: Perform simple 4- or 8- beat improvised rhythmic/melodic patterns in an ensemble setting
- Listening and Analysis: selected examples from various styles and historical periods

Week 6

- Develop rhythm reading and performance
- Sight-sing melodies in key of C major on treble clef, stepwise, in unison, on solfege syllables
- Vocabulary
- Compare and contrast selected listening examples from various styles and historical periods
- Compose and perform simple 2-part polyrhythmic piece, 4- or 8-measures (using technology)
- Assessment: Rhythm reading and performance, vocabulary, listening analysis and related historical and cultural content, technology (applications, terminology, processes)

Week 7

- Develop rhythm reading and performance
- Sight-sing melodies in key of C major on treble clef, stepwise, in unison and 2-part, on solfege syllables, in various time signatures
- Discuss proper audience behavior for various types of concerts and performances
- Discuss and locate additional musical experiences in school and throughout community
- Discuss and develop plans for ensemble performance/exhibition of student work
- Vocabulary
- Listening and Analysis: selected examples from various styles and historical periods

Week 8

- Develop rhythm reading and performance
- Discuss and develop plans for ensemble performance/exhibition
- Compose and perform simple 2-part polyrhythmic piece, 4- or 8-measures (using technology)
- Vocabulary
- Listening and Analysis: selected examples from various styles and historical periods

Week 9

- Cumulative Assessment:
- Homemade Instrument Project Due & Instrument Expo