Course Overview

Middle School I 6-8 I Music - *Last Updated on October 28, 2024*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- SVSD learners will emerge from the K-12 music program as proficient readers, writers, creators, and analyzers of music resulting in a strong foundation for future musical endeavors.
- Students will develop comprehensive musical knowledge and appreciation through diverse, in-depth musical experiences blending theory, history, technology, and ensemble participation creating an understanding of music in a globalized world.
- Participation in these diverse musical experiences will also bolster learners' self-discipline, collaborative abilities, empathy, and leadership–all qualities that will enhance their capacity for success in future occupational, social and creative pursuits.
- Graduates of the SVSD music program will depart with a lifelong love and appreciation for music resulting in continued musical exploration beyond their formal K-12 education.

Course Description

The 6-8 General Music Curriculum provides students with the opportunity to explore various topics in music. Students have the opportunity to practice, perform, create, analyze, and reflect throughout the course.

Students explore a variety of instruments, including Guitar, Ukulele, Keyboard, and Handbells. During these instrumental units, students learn the fundamentals related to playing each instrument, including accurate position and how to create sound. This course also illustrates the anatomy of the voice, proper vocal care and correct vocal technique.This course provides students ample opportunities to improve their music literacy skills and deepen their understanding of written music concepts. Students enhance their knowledge of different types of forms found in various musical genres through visual and auditory analysis. This course exposes students to a variety of different cultures through the exploration of World Music and studying music from a historical viewpoint. Students also learn about the different career paths in music.

Using the musical skills developed throughout this course, students will be able to create their original music within teacher-created constraints. Music Technology platforms such as GarageBand and Noteflight are integrated to enhance music activities and contribute to students' compositions. The curriculum for this course ends with enhancing self-reflection skills through the lens of musical performance.

STANDARDS

Pennsylvania - Grades 4-5 - Music

9.1:	9.1.5.A	9.1.5.B	9.1.5.C	9.1.5.D	9.1.5.E	9.1.5.F	9.1.5.G	9.3.5.A

9.3.5.B 9.3.5.C 9.3.5.D 9.2.5.A 9.2.5.C 9.2.5.G 9.2.5.L 9.2.5.B 9.2.5.H

9.3.5.E 9.3.5.F 9.1.5.H 9.1.5.J 9.1.5.K 9.2.5.I 9.1.5.I 9.2.5.K 9.4.5.A

9.4.5.D 9.4.5.C 9.4.5.B 9.3.5.G 9.2.5.J 9.4: 9.2.5.E 9.2.5.D 9.2: 9.2.5.F

COURSE OBJECTIVES

The specific objectives for this course are aligned with the Pennsylvania Academic Standards for Arts and Humanities.

ASSESSMENT TYPES

- Forms of Assessment to Measure Course Objectives:
  - Formative
  - Summative
  - Self- Reflection
  - Performance-based

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction in Fine Arts:

- Instructional Components outlined in *The Framework for Teachin*g by Charlotte Danielson

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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Schmid, W. (1994). Hal Leonard guitar method: Book 1. Milwaukee, WI: Hal Leonard. Schmid, W. (1994). Hal Leonard guitar method: Book 2. Milwaukee, WI: Hal Leonard. Hal Leonard Ukulele Method: Book 1. (2005). Hal Leonard Corporation Alfred's basic adult piano course: Adult all-in-one course LEVEL 1. (1995). Liske, K. (1997). An instructional method for teaching the basic elements of music using handchime instruments or handbells in the middle-level general music classroom. Thompson, M., & Callahan, F. (1987). Clapper classics. Carol Stream, Illinois: Agape. Pilhofer, M., & Day, H. (2007). Music theory for dummies. Hoboken, NJ: Wiley. Christensen, T. (2002). The Cambridge history of Western music theory. Cambridge: Cambridge University Press. Henderson, B. (2003). Thirty days to theory: Ready-to-use lessons and reproducible activities for the music classroom (Teacher ed.). Milwaukee, WI: Hal Leonard.	• Guitars • Guitar Pics • Ukuleles • Keyboards • Headphones/ jacks/adapters • Manuscript paper • Handbells, handbell foam • Gloves for handbells • Music recording device • Speakers • Classroom drums • Boomwhackers • Xylophones • Commercials with jingles • Music magazines with reviews • Videos of conductors • Musical scores • Musical recordings • Listening maps • Sound shapes • Music bingo • Bingo chips • Music journals • Steel drums • Harps • Chrome Music Lab	Garage Band Noteflight

Schoenberg, A. (1943). Models for beginners in composition: Music examples, syllabus, and glossary. New York: G. Schirmer. Essential elements for choir. (2002). New York, NY: Glencoe McGraw-Hill. McGill, S., & Volk, E. (2007). Beyond singing: Blueprint for the exceptional choral program. Milwaukee, WI: Hal Leonard. Abrahams, F. (2011). Teaching music through performance in middle school choir. Chicago: GIA Publications. Schmid, W. (1998). World music drumming: A cross-cultural curriculum (Teacher's ed.). Milwaukee, WI: Hal Leonard. Wer, T., & Langam, T. (1997). The joy of drumming: Drums & percussion instruments from around the world. Diever, Holland: Binkey Kok Publications. Beethoven, J. (2000). The music connection, Grade 6 (New Century ed.). Parsippany, NJ: Silver Burdett Ginn. Beethoven, J. (2000). The music connection, Grade 7 (New Century ed.). Parsippany, NJ: Silver Burdett Ginn. Beethoven, J. (2000). The music connection, Grade 8 (New Century ed.). Parsippany, NJ: Silver Burdett Ginn. Nelson, B. (1988). The		

development of a middle school general music curriculum: A synthesis of computer-assisted instruction and music learning theory. Watson, S. (2011). Using technology to unlock musical creativity. New York: Oxford University Press. LeVitus, B. (2004). GarageBand for dummies. Hoboken, NJ: Wiley Pub. Ziolkoski, D., & Fee, J. (2006). Fun with Composers presents Just for kids: Children's guide : A simple, fun approach to classical music, ages 7-12. Surrey, B.C.: Fun with Composers. Montgomery, J., & Hinson, M. (1997). Meet the great composers. Van Nuys, CA: Alfred Pub. Burkholder, J. (2010). Norton anthology of western music (6th ed.). New York: W.W. Norton &. Henderson, B. (2003). Thirty days to melody: Ready-to-use lessons and reproducible activities for the music classroom (Teacher ed.). Milwaukee, WI: Hal Leonard. Henderson, B. (2003). Thirty days to melody: Ready-to-use lessons and reproducible activities for the music classroom (Teacher ed.). Milwaukee, WI: Hal Leonard. Henderson, B. (2003). Thirty days to rhythm: Ready-to-use lessons and reproducible activities for the		

music classroom (Teacher ed.). Milwaukee, WI: Hal Leonard.		