



Northern York County School District

Curriculum Overview

Course: World Music	
Grade Level: 8th Grade	
Approval Date:	Length of Time: 45 days
Course Description: World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country including history, geography, language, art, and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.	
Course Objectives: Students will: <ul style="list-style-type: none">• Demonstrate basic ukulele performance skills, including proper posture, strumming techniques, and finger placement.• Play simple melodies and chord progressions on the ukulele using standard notation and tablature (TAB).• Identify and perform basic rhythmic patterns using percussion instruments.• Read and interpret ukulele tablature (TAB) and chord diagrams for beginner-level songs.• Recognize key musical elements and characteristics of selected world music traditions.• Collaborate in small group and class performances, demonstrating musical expression, listening skills, and respect for others' contributions.• Reflect on the connections between music, culture, and identity in written form and class discussions.	

Related Standards:

- MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.
- MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation
- MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different musical effects
- MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

Pennsylvania Standards for the Arts and Humanities

- **Standard - 9.1.8.A** Know and use the elements and principles of music to create works in the arts and humanities (duration • intensity • pitch • timbre; composition • form • genre • harmony • rhythm • texture)
- **Standard - 9.1.8.B** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. (sing • play an instrument • read and notate music • compose and arrange •improvise)
- **Standard - 9.1.8.C** Identify and use comprehensive vocabulary within each of the arts forms.
- **Standard - 9.1.8.J** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. Explain and demonstrate traditional technologies (ukulele, drum) Explain and demonstrate contemporary technologies (MIDI keyboards)
- **Standard - 9.2.8.A** Explain the historical, cultural and social context of an individual work in the arts.
- **Standard - 9.2.8.B** Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- **Standard - 9.2.8.D** Analyze a work of art from its historical and cultural perspective.
- **Standard - 9.2.8.E** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- **Standard - 9.2.8.G** Relate works in the arts to geographic regions

Units:

- France
- India
- Africa (various countries within)
- Jamaica
- Australia
- Korea
- Peru

Concepts:

- **Ukulele Basics:** Parts, tuning, maintenance, strumming patterns, chords and melodies.
- **Percussion Skills:** technique, rhythms, dynamics, tempo and ensemble skills.
- **Music Literacy:** Chord diagrams, TAB, and rhythmic notation
- **World Percussion Influences: instruments, rhythms and practices of the various countries and cultures.**
- **Geography of Music:** location on a map
- **History Through Music** Historical events that shaped the development of the music style
- **Collaboration and Ensemble Skills:** Listening and responding in musical conversation
- **Creativity and Expression:** Personal interpretation and improvisation
- **Cultural Appreciation & Respect:** Understanding and respecting different cultural traditions through music

Competencies:

- Demonstrate proper technique on the ukulele, including tuning, maintenance, strumming patterns, and the ability to play basic chords and simple melodies
- Perform basic rhythms with proper technique, demonstrating understanding of dynamics, tempo, and ensemble playing on various percussion instruments.
- Read and interpret chord diagrams, tablature (TAB), and rhythmic notation to perform and create music.
- Identify and describe the instruments, rhythms, and practices associated with various world cultures and play representative examples.
- Locate and identify the geographic origins of selected musical styles and instruments on a map.
- Explain how historical events and cultural exchanges have influenced the development of specific music styles and instruments.
- Actively listen and respond in group music-making settings, demonstrating cooperation, respect, and ensemble awareness.
- Demonstrate respect and understanding for diverse musical traditions by accurately representing styles and reflecting on their cultural significance.

Learning Activities:

- **Learning about the Ukulele:** Learn parts, tuning, and how to care for the ukulele through guided exploration and peer teaching.
- **Learning a new Chord:** as part of building a chord dictionary
- **Creating strum patterns:** Improvise and share new patterns of strumming.
- **Play-Along Sessions:** Use Ukulele play-along recordings to practice new skills.
- **TAB Reading Challenge:** Decode simple melodies written in tablature (example: Twinkle, Twinkle, Little Star)
- **Drumming:** Learn and perform rhythmic patterns using World Music Percussion Instruments (focus on tempo, dynamics and cohesion).

Performance Tasks:

- Group recordings of ukulele and drumming playing
- Small group performances
- Ukulele playing tests

<ul style="list-style-type: none"> • Passport to Music Cultures: Explore a country's music each week—listen, learn about its instruments, then try them or their rhythms. • Map the Music: Students place instruments/styles on a world map with research and visual cues. • Music Time Machine Explore how historical events (colonization, migration, trade) influenced musical styles. • Then & Now Comparisons Listen to early vs. modern recordings of the same musical tradition and compare. • Echo & Call-Response Games Practice active listening and response through rhythm or melody echo games. • Final Project: demonstrate knowledge of the country's music, fashion, history, dance, instruments, geography and more 	
Other Assessment Measures: <ul style="list-style-type: none"> • Teacher Observation • Schoology Assessments • Edpuzzles 	
Textbook/Primary Resource: <ul style="list-style-type: none"> • World Music Drumming Book • World Music Drumming Book: New Ensembles and Songs • World Music Drumming Book: More New Ensembles and Songs 	
Supplemental Resource Materials: <ul style="list-style-type: none"> • Youtube Play Along Videos • Quaver • Classroom set of Ukuleles • Classroom set of World Music Percussion Instruments • Kahoot 	