

## GENERAL MUSIC CURRICULUM PROFILE

Seventh and eighth grade students have nine weeks of music each year. Both classes are using the Yamaha Music in Education system. This emphasizes the study of music, and provides continual opportunities for student experience and achievement as individuals and as a group.

The curriculum strengthens the ability of all students, not to only learn about music, but, even more importantly, to learn how to MAKE and CREATE music.

In Music in Education, the technology that supports the integration of many hardware and software components is called the Music In Education System. This includes the MIE keyboards, Macintosh computer, and a complete curriculum. Curriculum materials in the Music In Education program are non-graded; there are no recommendations as to the number of modules that should be accomplished in any given year, nor is there a recommendation as to the length of time that should be spent in learning each module. Each class moves at it's own pace, more or less.

By the end of GRADE SEVEN Music Exploratory, each student should know and /or be able to do the following:

- *Keep a steady beat and recognize the difference between duple and triple meter. State Goal 25A*
- *Recognize different registers of the keyboard and relate those to compositions. State Goal 25A*
- *Identify melodic direction State Goals 25A, 26B*
- *Identify tempo, tempo markings, and understand how tempo affects music understanding State Goal 26A*
- *Recognize quarter notes, quarter rests, time signatures, and the concept of beat groupings; be able to read and play rhythmic notation containing quarter notes and rests State Goal 26B*
- *Understand ostinatos, create ostinatos, and identify them in various music compositions and examples. State Goals 25A, 26B*
- *Know the white keys of the keyboard, their names, and find them quickly; play and identify intervals State Goal 26A*
- *Recognize melodies that move up or down by step and apply that to music reading State Goal 25A, 26A*

## SEVENTH GRADE CONTINUED

- *Identify repeated melodic patterns in music* State Goal 25A
- *Understand the concept of “Call and Response” and be able to create the concept with a partner* State Goal 26A
- *Understand articulation; staccato and legato and recognize them in a composition* State Goal 25A, 26B
- *Read music in the Grand Staff* State Goal 26A, 26B

By the end of GRADE EIGHT Music Exploratory, each student should know and/or be able to do the following:

- *Identify strong and weak beats and consequently what meter grouping the beats are in* State Goal 25A
- *Recognize half notes, half rests, time signatures, and the relationship of beat groupings; be able to play rhythmic patterns containing half notes and rests; be able to play music selections containing half notes and rests* State Goal 25A, 26A
- *Understand pentachords and recognize them in music compositions; be able to play pentachords in most keys* State Goal 26A, 26B
- *Play harmonic intervals in any key* State Goal 26B
- *Recognize eighth notes, rests, time signatures, and the relationship of beat groupings; be able to play rhythmic patterns containing eighth notes and rests; be able to play music selections containing eighth notes and rests* State Goal 25A
- *Understand and play dynamics* State Goal 25A, 26B
- *Understand phrases and recognize them in compositions* State Goal 25A, 26B
- *Learn the names of all the black keys on the keyboard and play songs in different keys using the black keys* State Goal 25A, 26B
- *Recognize whole notes, whole rests, time signatures, and the relationship of beat groupings; be able to play rhythmic patterns containing whole notes and rests* State Goal 25A
- *Use the Auto-Bass function on the keyboard* State Goal 26A

## PHILOSOPHY

The philosophy of the Music In Education program is singular in purpose: to create a classroom music program that provides a contemporary focus to the musical and curricular-traditions of the general music classroom. Supporting this philosophy is the deeply held belief that every child should have a sustained education in music. Music In Education places the study of music—a structured, systematic, comprehensive and conceptual instructional framework—at the core of teaching and learning experiences. It places the MAKING of music as an essential and critical component of music instruction. As technology provides new listening and performing options to our society, today's students have increasing access to and active engagement with music as never before. A primary goal of Music In Education is to provide students with the ability to become DAILY PARTICIPANTS in the music making process, rather than infrequent and often passive onlookers. Technology allows this to happen.

## OBJECTIVES

1. To provide aesthetic and emotional acceptance of, appreciation for, and enjoyment of all music. *MENC National Goal 6, State 25A*
2. To continue to develop abilities to read musical score and become more independent in their participation. *MENC 6, State 25A, 26B*
3. To create simple songs and develop simple harmonies by ear. *MENC 2,3,4, State 25A, 26B*
4. To encourage the innate musical abilities, however large or small, developed or underdeveloped, of each student. *MENC 2, State 26B*
5. To broaden horizons for each student, offering new kinds of music for his consumption and understanding. *MENC 6, State 25A, 25B, 26B*

6. To develop understanding and tolerance of others' abilities and to feel responsible, through group activities and performances, for work with others. *MENC 7, State 26B*
7. Blending the personal musical experience of the student with the existing traditions of school music. *MENC 8, 9, State 25B*