

GENERAL MUSIC SCOPE AND SEQUENCE GRADES 6 – 8

The overarching goal of the Grade 6-8 General Music curriculum is to provide students with the opportunity to broaden and enrich their musical experiences. The period representing grades 5-8 is especially critical in a student's musical development. The music they perform or study often becomes an integral part of their personal musical repertoire. Creating, performing, and responding to music provides students with unique insight into the form and structure of music and at the same time will help them to develop their creativity, abstract thinking, and social and emotional competency. Exposure to a variety of music and music-making processes is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and the other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are becoming increasingly diverse. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and responding to music.

As a result of study of music in Grade 6-8, students will demonstrate enduring understandings in the following areas:

- In the study of the language of music, of music creation, and of music theory, students will comprehend that music is in itself a form of communication. They will know that music has structure and organization and that there are elements of music that are present in every composition and that these elements are used to create and shape musical ideas.
- In responding to and critiquing music as an art form, students will extend their musical knowledge to understand that music and the other arts are a reflection of society, that music evokes a wide range of human responses, and that culture, music, and the other arts influence one another. They will demonstrate the ability to identify and use specific criteria to make aesthetic judgments about music, and make connections from music to daily life.
- In the study of musical performance, students will enrich and apply their musical knowledge in authentic situations. Students will be able to read or improvise their musical performances through singing, playing musical instruments, or manipulating music technology. They will understand that making music can be a lifelong experience, that performing makes music come alive, and that everyone can make music

6th Grade

Unit 1A: Experiencing Music Through Performance: Piano

Students will know:

- The layout of the piano keyboard.
- Proper hand and finger position.
- Proper posture and appropriate performance etiquette.

Students will be able to:

- Demonstrate (1) correct hand position, (2) fingering and (3) posture when playing the keyboard.

- Play selected exercises and other literature on the keyboard.
- Play auto chords and triads on the keyboard.
- Improvise right-hand melodies using the Blues scale.
- Critique their performance and that of others.

Unit 1B: Experiencing Music Through Performance: Guitar

Students will know:

- How to collaborate and contribute in an ensemble.
- That the performance style of singing the Blues is unique to each individual.
- Proper posture and hand position (including rest stroke and strumming patterns on the guitar).

Students will be able to:

- Sing music from diverse genres and cultures.
- Play rest stroke and strumming patterns on the guitar.
- Play the G, C, and D major chords.
- Play simple melodies using the E, B, and G strings.
- Sing simple lyric melodies while accompanying themselves using G, C, and D major chords.
- Perform a Blues improvisation on guitar.
- Self-tune the guitar.
- Critique their performance and that of others.

Unit 2: Music Theory and Composition

Students will know:

- Treble/bass notation.
- Rhythmic notation.
- Major/minor and Blues scale construction.
- Form.
- Time signatures.
- Elements of Music.

Students will be able to:

- Create a melodic composition using a Blues scale.
- Create a lyrics composition.
- Demonstrate facility with musical notation.
- Improvise short phrases and melodies using Blues scale.

Unit 3: The Blues - Music Appreciation

Students will know:

- Historical influences of the Blues.
- How Blues lyrics reflect American society and culture.
- How Blues music has influenced other styles of music (e.g., Rock and Roll, Jazz).
- The melodic and lyrical structure of the Blues.
- How to apply criteria for evaluating performances and compositions.

Students will be able to:

- Incorporate personal experience into an aesthetic response.
- Critique performances of the Blues.
- Describe the influence of the Blues on popular music.

7th/8th Grade

Unit 1: Music Theory

Students will know:

- The symbols used in the notation of pitch.
- The relative values of notes and rests.
- The function of meter and time signatures.
- A variety of musical forms.
- The fundamentals of harmonic structure.
- The relationship between theoretical elements and aesthetic response.

Students will be able to:

- Define vocabulary dealing with musical terminology.
- Identify the symbols used in the notation of pitch and rhythm.
- Classify patterns of meter and time.
- Count and chant rhythmic patterns.
- Identify various compositional devices and forms as they occur in selected literature (e.g. repeats, coda, endings, formal patterns [e.g. ABA, Rondo]).
- Demonstrate facility with musical notation.

Unit 2: Music Performance

Students will know:

- The fundamentals of piano performance practice (e.g. keyboard layout, hand positions).
- How to interpret theoretical symbols for performance.
- How to manipulate the Elements of Music through performance to attain musical expression and convey intent.
- How to evaluate one's own performance to further refine and improve one's own musicianship.
- How to record using modern technology.

Students will be able to:

- Identify the keyboard layout.
- Play with proper hand position.
- Perform music through interpreting notation.
- Play the piano expressively.
- Refine their playing through evaluating weaknesses and targeted practice.
- Record themselves playing an instrument.

Unit 3: Music Creation

Students will know:

- Elements of musical composition (e.g. melody, harmony, rhythm, texture).
- How to use music technology to create musical works.
- How to make creative choices using compositional elements and relate them to personal experiences.
- How to convey intent in their work.
- How to refine their work.
- How to evaluate their own works and the works of their peers.

Students will be able to:

- Create works taking into account both rhythmic and melodic structure.
- Create using both analog and digital means.
- Evaluate their own works and works of their peers.
- Refine their work.

Unit 4: Responding and Connecting

Students will know:

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

- How to refine their work.
- How to evaluate their own works and the works of their peers.
- How to create and maintain a dialogue when responding to musical works.
- How to connect personal experiences to artistic works and meanings.
- How to interpret composer and performer intent and context (e.g. social, cultural, historical).

Students will be able to:

- Produce musical works that manipulate the Elements of Music to convey intent and are informed by personal connections.
- Evaluate and respond to their own works and works of their peers in formal and informal settings.
- Refine their work based on personal experiences, context, and feedback.
- Relate evidence in musical performances to intent and meaning.