

PERFORMING ARTS DEPARTMENT

SEVENTH GRADE MUSIC EXPLORATORY

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of educational impact: societal, instructional and individual. Societally, students gain knowledge of events and historical movements that shaped society. Instructionally, the arts may help to develop critical and creative thinking skills. Individually, the arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in vocal, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, provide aesthetic value for the students, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

SEVENTH GRADE MUSIC EXPLORATORY

Course Frequency: Every other day for one semester

Credits Offered: Pass/Fail

Prerequisites: None

Background to the Curriculum

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning, and present a sequence of experiences.

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

The competency should provide for a musically educated person. A musically educated person can be defined as one who has the ability to perceive, assimilate, and sort musical stimuli intelligently and to participate independently in a musical experience. This individual usually finds ways to use music in his life functionally, either as an active participant or as an intellectually active listener.

In music, as in any other academic discipline, the students will have differing interests and aptitudes, which will affect the level of competency that they will achieve.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening, and creating music.

Ultimately, positive learning should result in the student's ability to:

- Perform music alone and with others.
- Improvise and create music.
- Use the vocabulary and notation of music.
- Respond to music with aesthetic judgments.
- Continue the music learning experience independently.
- Perform and/or respond to music of ever-widening variety.
- Continue musical participation out of school as both a performer and a consumer.

Core Topics/Questions/Concepts/Skills

The RJGJHS Music Department builds upon the musical knowledge that students gained in their elementary musical training. The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening and creating music.

- Singing – Students will learn some partial rote songs; songs by note reading; two and three part vocal music, rounds, canons and descants; sing songs expressively and in tune; sing with an emphasis on good tone quality, diction and interpretation.
- Playing – Hand percussion instruments and African drums are emphasized; when circumstances allow, guitars can also become part of the playing experience.
- Moving – Students will learn a number of folk dances; improvisation; respond and feel most rhythmic patterns; introduce conducting techniques.
- Music Reading – Students will use scales with syllables, letters; music notation as per Orff-Kodaly; choral type music used; two and three part music sung and read; most songs learned by reading; continue rhythmic and melodic dictation.
- Listening – Students will identify musical aspects of sound (timbre, pitch, volume, melody, harmony and form).
- Creating – Students will create original compositions (rhythmic) for solo and ensemble playing.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Singing – Students will learn some partial rote songs; songs by actual reading; part singing (two and some three part rounds and canons); sing songs with expression and in tune.	Standard 1 – Singing 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range 1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6 (level 3 for choral ensemble), including some songs performed by memory* 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment
2] Playing – Students will become familiar with and be able to correctly play numerous hand percussion instruments and drums	Standard 3 – Playing Instruments 3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique

<p>3] Moving – Students will learn folk dances; improvisation using all body movements; variety of rhythmic patterns within basic framework (clap to rhythmic patterns).</p> <p>4] Music reading – Students will use scale with syllables, letters; music notation as per Orff-Kodaly; develop independence in reading of increasing complexity</p> <p>5] Listening – Students will identify musical aspects of sound (timbre, pitch, volume, melody, harmony and form)</p> <p>6] Creating – Students will create original compositions (rhythmic) for solo and ensemble playing</p>	<p>3.8 Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 (level 3 for instrumental ensemble)*</p> <p>Standard 5 – critical response</p> <p>5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music</p> <p>5.10 Interpret more complex music through movement</p> <p>Standard 2 – Reading and Notation</p> <p>2.6 Read and sing at sight simple melodies and intervals in both the treble and bass clefs</p> <p>2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>2.8 Use standard notation to record their own musical ideas and those of others</p> <p>Standard 5 - critical response</p> <p>5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music</p> <p>Standard 4 – Improvisation and Composition</p> <p>4.14 Compose music in several distinct styles using the elements of music for expressive effect</p> <p>4.15 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of sound sources</p>
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Assessment

Students will be assessed on their preparedness, musicianship, attendance, attitude and care of equipment. The teacher will determine a pass/fail grade for each term based on the combination of the aforementioned assessments.

Materials and Resources

Text and CDs: Share the Music, Grade 7

CDs: Phyllis Weikhart

Teacher prepared materials