

# **FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

## **EXPLORING MUSIC**

**Date: March 2009**

**Proposed Grade Level(s): 6<sup>th</sup> – 8<sup>th</sup>**

**Grading: A – F**

**Subject Area: Elective**

**Course Length: 1 Trimester**

**Number of Credits: NA**

### **COURSE DESCRIPTION:**

This course provides the student with an opportunity to learn, review, and expand the fundamentals of reading music while learning to play the recorder and glockenspiel. The student's previous musical background will be taken into consideration to determine the course level, content, and pacing of the curriculum. Singing, music listening skills, care of the instruments, music appreciation, and composition will be included. Musical heritage will be explored. Assessment will be based on class participation, individual and group performance, and written work.

### **GENERAL GOALS/PURPOSES:**

- Develop and reinforce skills in reading music and understanding music fundamentals.
- Learn to write and play original music compositions.
- Develop and increase awareness of skills such as tone production, rhythmical accuracy, good intonation, and articulation.
- Gain experience as an individual performer as well as a group performer.
- Foster enthusiasm and gain appreciation for other cultures and styles of music.
- Understand the historical significance of the music literature introduced in class.
- Develop listening skills and aesthetic appreciation for learning and enjoyment.
- Teach students to work together as a group.

### **STUDENT READING COMPONENT:**

Students will read from a range of materials that will include biographical excerpts of historically significant composers, technological trends in music, and articles about successful musicians from current periodicals.

### **STUDENT WRITING COMPONENT:**

Students will write critiques on their own or others performances, comparing and contrasting the merits or deficiencies and the effectiveness of a musical performance.

### **STUDENT ORAL COMPONENT:**

Periodic in-class discussions will take place in order to assess the student's understanding of new concepts that have been introduced.

## **DETAILED UNITS OF INSTRUCTION:**

### **Unit I: Orientation**

A. Students will be able to understand and relate to:

- General classroom procedures, processes, and standards.
- Function, use and care of musical instruments, equipment and supplies.
- Practice requirements and classroom rehearsal procedures.
- Grading policies and rubrics.

B. Concept Words/Terms - Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication:

- Syllabus, guidelines, procedures, assignments, rubric, conduct code, responsibility, punctuality, respect, participation, effort, ability, practice, rehearse, folder inventory, portfolio, composition, recorder, piano, keyboard, glockenspiel.

C. Evaluation Procedures:

- Teacher observation
- Quizzes and tests
- Folder/ Portfolio inventory check

### **Unit II: Music reading and writing, singing, performance on the recorder.**

A. Students will be able to:

- Identify their clef and name the lines and spaces on the staff.
- Read, understand, and interpret, verbally (singing or speaking) or by playing, the music symbols used to indicate pitch.
- Use of the proper fingering to play notes A,B,C,D,E,F,F#, and G on the recorder.
- Read, understand, and interpret, verbally or by playing, rhythmic patterns which include eighth notes and rests through whole notes and rests.
- Understand the meters 2/4, 3/4, 4/4, and 6/8.
- Write a simple composition on manuscript paper, and perform it on the recorder.

B. Concept Words/Terms/Symbols: - Students will demonstrate knowledge of the following concept words/terms/symbols by using them in written and/or oral communication:

- Treble or G Clef, Staff, Bar Line, Sharp, Measure, Double Bar, Dotted Notes, D.C. al fine, Repeat Sign, Fermata ,Fine, D.S. al fine, Piano, Forte, Slur, Staccato, Marcato, Tone, Tie, First & Second Endings, Andante, Moderato, Allegro, Tempo, Time Signature, Meter, Beat, Ritardando, Fermata.

C. Evaluation Procedures:

- Written, oral, and playing tests
- Folder/ Portfolio inventory check

### **Unit III: Musical Heritage, cultural concepts, and historical significance.**

A. Students will be able to:

- Understand the cultural and historical significance of music being studied.
- Understand the stylistic differences and musical tastes from other cultures and time periods.

- B. Concept Words/Terms: - Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication:
- Baroque, Classical, Romantic, Modern, Contemporary, Popular, Folk, Rock, Jazz, Western, Eastern.
- C. Evaluation Procedures:
- Oral discussion
  - Written tests, quizzes, or homework
  - Folder/ Portfolio inventory check

#### **Unit IV: Aesthetic Valuing**

- A. Students will be able to:
- Critically evaluate the performance of other students and groups.
  - Critically evaluate their performances and practices.
  - Form their own judgments of various musical styles, composers, and forms as they perform or listen to music.
- B. Concept Words/Terms: - Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication:
- Expression, harmony, melody, musicianship, ensemble, dynamics, phrasing, texture.
- C. Evaluation Procedures
- Written evaluation forms of other group's or student's performances.
  - Oral discussion
  - Folder/ Portfolio inventory check

#### **Unit IV: Learning to play the glockenspiel, ensemble playing, advanced music reading and performance, portfolio assessment**

- Students will be able to perform successfully in an ensemble. They will:
  - Be able to follow a conductor.
  - Learn to play independent parts that harmonize with one another.
  - Learn to work as a unit within an ensemble, and play duets with a stand partner.
  - Learn to adjust tone and dynamics to blend with the group.
  - Treat all members of the group positively and respectfully to ensure a positive work environment.
  - Learn to cooperate and follow rehearsal procedures.
- B. Concept Words/Terms: Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication, or by showing through class participation:
- Ensemble, Duet, Trio, Quartet, Blending, Harmonize, Chromatic, Diatonic, Flat, Natural, Enharmonic, Consonant, Dissonant, Interval, Chord, Mallet, Key.
- C. Evaluation Procedures
- Teacher observation
  - Oral discussion
  - Written work
  - Portfolio review

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

- 1.0 Artistic Perception: Processing, Analyzing and Responding to Sensory Information through the Language and Skills Unique to Music: Unit IV
- 2.0 Creative Expressing: Creating, Performing and Participating in Music: Units II, IV
- 3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music: Unit III
- 4.0 Aesthetic Valuing: Responding to, Analyzing and Making Judgments about Works of Music: Unit IV
- 5.0 Connections, Relationships, Applications: Connecting and Applying what is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers: Unit II

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CSTs:**

Reading

## **LAB FEE, IF REQUIRED:**

None

## **DISTRICT ESLRs TO BE ADDRESSED:**

Students will be:

- **Self-directed Learners:** Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.
- **Effective Communicators:** As students learn performance skills, they will gain confidence that will help them be more self assured and professional in other areas of their lives.
- **Quality Producers/Performers:** Students will develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skills.
- **Collaborative Workers:** Students will learn that they need to work together to produce a blended musical tone, and that, while individual knowledge and effort is required, listening to their classmates is of the utmost importance.
- **Constructive Thinkers:** Students will analyze their own performances and solve tone production problems, using techniques that they learn as the course progresses.
- **Responsible Citizens:** Students will demonstrate that their individual effort is essential to the group product.

*Notes: Exploring Music will introduce the subject of music to students that have entered our district with little or no previous musical experience. It will also continue the music education of those students from within our district that have had some previous experience at the elementary schools but chose not to play in an orchestra, band, or sing in a choir. Lastly, Exploring Music will enlighten interested students to other opportunities available to them with regards to their music education, including taking up playing a band or orchestral instrument, singing in a choir, or playing the guitar or piano for the very first time.*

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