General Music Units

Grades 7 & 8

Each unit is designed to incorporate use of instruments, videotapes, recordings and text to cover a variety of subjects. In addition to this, professional and amateur musicians are invited to perform and lecture to the classes. Students who play instruments and sing are encouraged to perform in class.

Students are encouraged to develop a criteria for listening to music, and be able to determine its worth and enjoyment value.

Along with note reading and listening, active participation is constantly encouraged in class. Playing simple piano chords is often used to illustrate examples. Students are encouraged to use their individual ideas to invent musical situations which often culminate in them writing and/or performing their own musical compositions or projects.

Content Standards Addressed:

Listening to, analyzing, and describing music

Achievement Standard:
Students
a. describe specific music events in a given aural example, using appropriate terminology
b. analyze the uses of elements of music in aural examples representing diverse genres and cultures
c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:
Students
a. compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art
b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Understanding music in relation to history and culture

Achievement Standard:
Students
a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary

c. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

Grade 7 and 8
Objectives

Baroque Music (1600's)
I. Concepts
   A. Fugue
   B. Ornaments
II. Composers & Compositions
   A. J.S. Bach
      --Fugue in G
      --Brandenburg Concertos
III. Instruments
   A. Pipe Organ
   B. Clavier
   C. Harpsichord

Classical Period (1700's)
I. Concepts
   A. The Symphony Orchestra is born
   B. Sonata
   C. Symphonic Form
II. Composers & Compositions
   W.A. Mozart
   “Eline Kleine Nacht Musik”
   L. Van Beethoven – Symphonies #2
   “FurElise”
III. Instruments
   A. Clarinet
   B. Trombone

Romantic Period (1800's)
I. Concepts
   A. Sonata – Allegro Form
   B. Overture
   C. Concerto
II. Composers & Compositions
   A. L. VanBeethoven – Symphonies 5 & 9
      Emperor Concerto
   B. J. Brahms – Academic Overture
      Violin Concerto
      Lullaby
   C. Tchaikovsky – The Overture to 1812
      Swan Lake, Sleeping Beauty, Nutcracker

III. Instruments
   A. Viola
   B. Saxophone

Contemporary Period (1900’s)

I. Concepts
   A. Atonal (12 tone) Row and compositions techniques
   B. Electronic Music
   C. Theme & Variation

II. Composers & Compositions
   A. Cage – Chance Music
   B. Ives – Variations of America
   C. Copland – Appalachian Spring
   D. Schoenberg – Pierrot Lunier

   Piano Technique

I. Keyboard Facilities
   A. To acquaint students with the structure of the keyboard and to be able to find and
      identify all the notes.

II. Reading Simple Melodies
   A. Students will be able to read and play short, easy songs at the keyboard

III. Enharmonic Notes
   A. Ability to recognize that each note may have a sharp # name and a flat B name (i.e., F# = Gb)
   B. Ability to locate any note by its enharmonic name on the keyboard

IV. Scale Building
   A. Students will recognize the pattern (by steps) of major, minor, chromatic and pentatonic scales

V. Improvisation
   A. Students will be given the opportunity to make up and/or add to melodies and
      harmonies using single notes, note patterns and chords
Conducting

I. Concepts
   A. Ability to identify the four, three, two, one and six patterns commonly used by conductors
   B. To be able to conduct a short section of a major work with the correct beat pattern and cues
   C. To recognize and understand the following vocabulary:
      1. preparation beat
      2. upbeat
      3. downbeat
      4. baton
      5. cut-off
      6. crescendo/decrescendo
      7. tempo-(allegro, vivace, largo, andante and rit)

II. Time Signatures
   A. To understand the significance of the two numbers in the time signature
   B. To be able to recognize meter changes
   C. To be able to recognize how the meter affects accents of certain beats

III. Famous Conductors
   A. To gain knowledge of the life and significance in world and musical history of the following:
      1. Arturo Toscannini
      2. George Solti
      3. Herbert Von Karajan
      4. Seiji Ozawa
      5. Keith Lockhart

Vocal Performance Groups

Chorale

This performing group is offered as an elective for all students in grades seven and eight. The class focuses on vocal techniques, score reading and sound production. During the year, the group rehearses music for two school productions, the “Winter Concert” in January and the “Spring Pops Concert” in June. The chorale is also often invited to perform at school events and in the community, as well as participating in exchange concerts with other schools. Rehearsals are twice in the 7 day cycle per grade (i.e. 2 times for 8th grade chorus, 2 times for 7th grade chorus)

Opportunities are also open for talented soloists to perform. Selected students are encouraged to audition for and participate in the All Cape Cod Middle School Chorus and the M.E.N.C. Southeast District Jr. High Festival Chorus.
**Chamber Singers**

Chamber singers are a small select choral group of no more than 30 singers. All participants are chosen by audition from grades 7-8. They must demonstrate outstanding musical ability, voice, flexibility, and a mature attitude toward rehearsals and performances. They must also demonstrate a genuine desire to perform music to the best of their ability. Rehearsals are two times out of the 7 day cycle.

The Chamber Singers are given opportunities to sing at many special school events and in the community as well as in the Winter and Spring Concerts. The music that they rehearse and perform is more difficult than chorale. It is often in three or four-part harmony. Madrigals and chorales are introduced. Many opportunities are available for solo work and many selections are choreographed in show-choir style.

**Achievement Standard:**

Students
a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
b. 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, including some songs performed from memory
c. sing music representing diverse *genres and cultures, with expression appropriate for the work being performed
d. sing music written in two and three parts

Students who participate in a choral ensemble e. sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

**Stage Band**

I. The Premier Performance Group, (entry by audition), is open to grade 7 & 8 students. Emphasis is on performance, including concerts, fundraisers, civic functions, etc.

**Repertory**

A. strong emphasis on roots and development of Jazz (big, small band) that was popular in the first half of the 20th Century
B. teaching popular music in historical/evolutionary context:
   1. Tin Pan Alley
   2. Dixieland
   3. Swing
   4. Broadway
   5. Rock and Latin
C. rehearsals – 50 minutes two times in a 7 day cycle
Grades 7 & 8 Band

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard:
Students
a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.
b. 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 sale of 1 to 6.
c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
d. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
Students who participate in an instrumental ensemble or class
e. Perform with expression and technical accuracy of a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Instrumental Music

Grades 7 & 8 Band

I. Melody
   A. Demonstrate independence in the reading and writing of extended melodies within various key signatures.

II. Harmony
   A. Aurally identify major/minor and 7th chords; aurally identify scales patterns from given pieces.
   B. Aurally identify scales patterns from given pieces (modal/major /minor/chromatic)
   C. Demonstrates ability to make subtle changes in intonation (adjusting embouchure, breath support, hand positions).
   D. Identify (aurally) occurrence of harmonic motion and relaxation .

III. Rhythm
   A. Demonstrate independence within an ensemble in the reading of complex rhythm patterns and mixed meters.

IV. Form
   A. Identify complex compositional devices such as fragmentation dimunition, augmentation and sequence.
   B. Identify unifying structures in multi-movement compositions (symphony, suite, etc.).

V. Performance
A. Texture
1. Identifying textural changes in large music forms
2. Demonstrate ability to make subtle textural changes (balance, blend)

B. Timbre
1. Demonstrate characteristic tone qualities throughout full range of instrument.
2. Demonstrate ability to make subtle changes in tone quality of instrument (i.e., varying attack, sustain, decay, releases, vibrato).

C. Expression
1. Demonstrate independence in interpretation of musical lines and phrases.
2. Demonstrate senses of style through accepted performance practice (i.e., jazz, classical and contemporary).

VI. Theory
A. Reinforce classroom music in regard to history, styles and types of music.
B. Students can write scales, simple tunes and follow accepted rules of music theory.
C. Keyboard lab/listening analysis

VII. Repertory
A. Grade 7/8 band performs as a marching band
B. Standard Parade and March music is introduced and emphasized (seasonal)
C. Music also to include:
   1. Pre-Baroque
   2. Baroque
   3. Classical/Romantic/20th Century
   4. Jazz, Pop styles
   5. Eastern music (ancient/contemporary)
   6. Native American

Emphasis in Grade 7/8 Band (and stage band) is on performance – musicians as visual as well as sound performers, “Show” techniques reinforced.

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   3. Swing
   4. Broadway
   5. Rock and Latin
C. Rehearsals – 50 minutes, twice every 7 days