

J.E. COSGRIFF SCHOOL

MR. DAVID ASMAN

### **SEVENTH GRADE MUSIC CURRICULUM**

My curriculum will sequence music skills and objectives that support the National Standards for Arts Education, which in turn influenced the Utah State Music Core, as well as that of our Diocese.

Objectives are organized into six conceptual areas: Rhythm, Melody, Harmony, Form, and Expressive Qualities.

Students approach objectives through a variety of experiences: Moving, Speaking/Singing, Listening, Playing, Reading/Notating, and Creating.

Lessons unfold through different stages of learning: Imitation, Exploration, Improvisation, and Visualization.

Objectives are presented through different stages of teaching: Introduction, Reinforcement, and Assessment.

Your students will be playing mallet instruments, including glockenspiels, metallophones, and xylophones. The unpitched instruments include woods (wood blocks, claves, maracas, cabasa, guiros, temple blocks, vibraslap, ratchet, castanets, piccolo blocks, rain sticks and log drums), metals (tambourines, triangles, finger cymbals, cowbells, jingle bells, sleigh bells, agogo bells, flex-a-tone, suspended cymbal, wind chimes, and gong), and skins (hand drums, conga drums/tubanos, bongo drums, djembe, snare drum and bass drum).

We begin the year using our text *THE MUSIC CONNECTION*, a series comprised of an extensive library of songs and listening selections, state of the art recordings, and the resources necessary for its implementation. Unit 1(*Style*) focuses on style comparison, followed by the study of the *Classical and Romantic Periods* (Unit 2), and music of the *Twentieth Century* (Unit 3). The second quarter of our year is dedicated to the 7<sup>th</sup> grades role as orchestral accompaniment for Cosgriff's Christmas Pageant. We prepare the instrumental components of the pieces performed by the 4<sup>th</sup>-6<sup>th</sup> grade choir. Music skills studied and developed include arranging, ensemble performance, as well as technique with mallet instruments (xylophones, metallophones and glockenspiels), drums and hand-held percussion (woods and metals). Next, in Unit 4 (*A Blend of Two Worlds*) we study the African influence on our music as well as that of the world. We follow that we a detailed look at *Performing in Ensembles* (Unit 5), including those in jazz, country music, rock, and ensembles from around the world. Music literacy skills are demonstrated and improved in our study of music scores (Unit 6-*Following a Score*) . As we close in on the conclusion of our year, we sing and become familiar with our patriotic songs in the unit entitled *Sing for America*.

### **GRADING POLICY**

The ability to perform, create, and listen to music with understanding is a goal for every student.

Students are evaluated in the areas of content (50%), and effort/participation (50%).

The following assessment tools are used to determine mastery of material being taught:

1. Auditory- identifying examples of musical periods, i.e. baroque
2. Verbal- define music vocabulary
3. Visual- identify musical instruments of the world
4. Kinesthetic- musical instrument performance skills, organized dance
5. Written- written assessment of units studied from classroom text

Classroom Rules: ***M.U.S.I.C***

***Make Good Choices***

***Use Your Best Voice***

***Stay In Your Place***

***Instruments – Use Them Properly***

***Care About Others in Room***

Classroom management is maintained, in part, utilizing the following discipline cycle: Visual warning>Verbal warning>Watching turn/Disciplinary Referral (depending on grade)>Removal from activity along with communication with parent(s) and administration.

The development of musicianship is the goal of the program. The ultimate aim is to enrich the lives of the children-aesthetically, socially, academically, and personally. For all students, music can be a catalyst toward the maximum development of individual potential.