

J.E. COSGRIFF SCHOOL

MR. DAVID ASMAN

EIGHTH 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: *Careers in Music*, has recorded interviews with professional musicians. Unit 2: *Discover Your Voice*, distinguishes different voices by their unique qualities, types of voices and their ranges. Unit 4: *Setting a Text*, demonstrates an understanding of how a composer sets a text to music. Unit 5: *An American Patchwork*, gathers materials relevant to American songs in various styles and types: patriotic, regional and historical. Unit 6: *Styles*, compares and contrasts periods of music beginning with the Renaissance, and continuing with the Baroque, Classical, Romantic, Impressionist, Twentieth Century and finally the 21st Century with electronically produced music, et al. When time and circumstances permit, lessons incorporating the musical instruments listed above, as well as movement activities, i.e. folk dances, are introduced and developed.

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- identify duple, triple and odd meters
2. Verbal- justify musical likes and dislikes with music vocabulary
3. Visual- follow musical scores
4. Kinesthetic- conducting in various meters
5. Written- periodic exams on material 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.

