



## **Exploring Music I**

### **Course Summary:**

Designed for students in grades 6–8, this course teaches fundamental musicianship skills approached from a Western-Classical style, while aligning to National Core Arts Standards. The course challenges the student to improve listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies, the course provides a unique and advanced learning experience for the student.

### **Course Outline**

#### **1. Feel the Pulse**

##### **1. What Is Music?**

- Identify and define music and its components
- Examine the various tools you will use to read, write, perform, and analyze music
- Analyze musical elements in selected examples
- Identify the use of music in expression, communication, ceremony, and entertainment

##### **2. Rhythmic Groove**

- Identify and define durational symbols of sound (notes)
- Perform rhythmic patterns containing a variety of notes
- Identify tools that assist musicians in performing music
- Use body movements to make rhythmic patterns

##### **3. Dividing Beats**

- Identify division of note duration
- Perform rhythmic patterns containing eighth and sixteenth notes

##### **4. Silence, Please!**

- Identify and define durational symbols of silence (rests)
- Perform rhythmic patterns containing a variety of rests
- Consider why a composer would use silence in a piece of music

##### **5. Dots and Ties**

- Identify dots and ties and explain how they modify the duration of notes and rests
- Describe syncopation and perform syncopated rhythms accurately
- Compose, perform, and dictate rhythmic patterns containing dots and ties

##### **6. What Time Is It?**

- Organize durational symbols into various time signatures.
- Distinguish between duple, triple, and quadruple meter.
- Analyze a single song in different time signatures.
- Use body percussion to read and play rhythms in duple and triple meter

- Use instruments to read and play rhythms in duple and triple meter
- 7. Turn Up the Volume!
  - Identify and define terms and symbols relating to volume (dynamics) in music
  - Compare and contrast the way composers use dynamics to create a mood or atmosphere
  - Create a dynamic scheme for a familiar melody
- 8. Speed It Up a Little!
  - Identify and define terms of tempo
  - Aurally distinguish between various tempi
  - Use tempo markings
- 9. Feel the Pulse Review
  - Review all previous concepts and objectives for Unit 1
  - Identify the use of music in expression, communication, ceremony, and entertainment
- 10. Feel the Pulse Unit Test
  - Identify and describe key words and concepts presented in Unit 1
  - Evaluate students' ability to apply skills and concepts presented in Unit 1
  - Identify the use of music in expression, communication, ceremony, and entertainment

## 2. Building Blocks

1. Compositional Tools
  - Identify and describe some of the tools composers use to express ideas
  - Consider various career paths a composer might choose
  - Compare the emotional effect of melodies in the course repertoire
  - Explain how intellectual property relates to music and composers
  - Describe careers in music
2. Notating Pitch
  - Define pitch
  - Describe the correlation between pitch and the piano keyboard
  - Identify treble clef
3. About the Bass
  - Describe the correlation between pitch and the piano keyboard
  - Identify bass clef
  - Identify the grandstaff
4. Stepping Up
  - Identify and define accidentals, enharmonics, and steps
  - Perform accidentals in compositions
5. Major Scales
  - Identify the structure of a major scale using whole steps and half steps
  - Compose a major scale using whole steps and half steps
  - Differentiate both aurally and visually between half steps and whole steps
6. Singing It
  - Identify and define solfège and its usage in writing music
  - Apply solfège syllables to major scales
7. Minor Scales
  - Identify the structure of minor scales in terms of whole steps and half steps
  - Compose minor scales using whole steps and half steps
  - Compare the musical character of melodies in different modes

### 8. What Is the Key?

- Identify major and minor key signatures
- Interpret key signatures in course repertoire correctly
- Analyze relationships between parallel and relative keys

### 9. Making Melodies

- Identify the components of a pleasing melody
- Identify and define phrase and cadence
- Analyze melodies in the course repertoire

### 10. Do It Yourself

- Understand and analyze the necessary components to construct a melody
- Compose a piece of music emphasizing melody

### 11. Texture

- Identify and define common types of musical texture
- Analyze various textures found in the course repertoire
- Sing in unison and in harmony
- Play in unison and in harmony

### 12. Building Blocks Review

- Review all previous concepts and objectives for Unit 2
- Learn about intellectual property and how it protects composers
- Describe careers in music
- Practice singing and playing in unison and in harmony

### 13. Building Blocks Unit Test

- Take the unit test
- Learn about intellectual property and how it protects composers
- Describe careers in music
- Practice singing and playing in unison and in harmony

## 3. What Is an Orchestra

### 1. What Is an Orchestra?

- Describe the orchestra
- Identify instruments and instrument families found in an orchestra
- Describe the role of a conductor
- Draw a seating chart for a modern orchestra

### 2. Strings

- Identify instruments that make up the string family
- Identify and describe sound production in string instruments
- Compare Western classical instruments to string instruments used in other cultures
- Aurally differentiate between high strings (violin) and low strings (cello or double bass)

### 3. Woodwinds

- Identify the instruments that make up the woodwind family
- Organize woodwind instruments according to sound production
- Critique the use of woodwind instruments in a composition

### 4. The Brass Family

- Identify instruments that make up the brass family and describe their sound production
- Aurally differentiate between high brass (trumpet) and low brass (trombone or tuba)
- Describe historical functions of brass instruments

- Compare the sound of a natural horn to that of a modern horn
5. The Percussion Family
    - Identify instruments in the percussion family and describe their method of sound production
    - Differentiate between pitched and nonpitched percussion
    - Compare Western classical instruments to percussion instruments used in other cultures
  6. Keyboard Instruments
    - Identify instruments that make up the keyboard family and describe their history
    - Compare the differences in sound production in various keyboard instruments (organ, harpsichord, piano)
    - Support your opinion on having a piano play music originally written for harpsichord
  7. Electronic Instruments
    - Identify the history of electronic instruments
    - Describe programming and how it is used in electronic instruments
    - Identify the transformation of common devices into electronic instruments
    - Discuss how today's computer technology could be applied to music composition
  8. What Is an Orchestra? Review
    - Review all previous concepts and objectives for Unit 3.
  9. What Is an Orchestra? Unit Test
    - Identify and describe the primary instruments and families within the orchestra
    - Summarize the history of the orchestra and the families of instruments
- 4. Time Travel**
1. Introduction to Music History
    - Identify and describe the role of a musicologist
    - Summarize the stylistic periods of Western classical music
    - Identify the uses of music
  2. Time to Sing
    - Identify important composers and styles of the Renaissance
    - Identify the parts of the Ordinary of the Mass
    - Differentiate between sacred and secular music
    - Compose a melody on a given text that demonstrates word painting
    - Explore the functions of music
  3. If It Ain't Baroque
    - Identify and describe important elements of Baroque style
    - Identify and define concerto grosso
    - Draw a chart outlining the structure of a fugue
    - Explore the functions of music
  4. Bach Looms Large
    - Identify the highlights of Bach's life and describe his contributions to music
    - Compare and contrast Baroque opera and cantata
  5. The Classical Period
    - Identify important composers and styles of the Classical period
    - Draw a diagram outlining sonata-allegro form
    - Explore the functions of music

6. The Mozart Myth
  - Identify highlights in Mozart's life and describe his musical contributions
  - Compare and contrast characteristics of Baroque and Classical style
  - Explore the functions of music
7. Beethoven
  - Identify highlights of Beethoven's life and describe his contributions to music
  - Give your appraisal of critics' remarks about Beethoven's Fifth Symphony
8. Isn't It Romantic?
  - Identify important composers and styles of the Romantic era
  - Analyze a Romantic lied for word painting
9. Entering the Twentieth Century
  - Identify important composers and styles from the turn of the twentieth century
  - Identify and define symphonic poem
  - Compose a melody using a whole-tone scale
10. The Modern Period
  - Identify important composers and styles from the early twentieth century
  - Discuss your thoughts on the future trends in music
11. Stylistic Composition Portfolio
  - Compose a piece of music emphasizing melody
12. Time Travel Review
  - Review all previous concepts and objectives for Unit 4
  - Identify the use of music in expression, communication, ceremony, and entertainment
13. Time Travel Unit Test
  - Take the Unit 4 test
- 5. Responding to and Participating in Music**
  1. How Does Music Affect Us?
    - Identify reasons for personal, musical preferences
    - Identify ways music evokes different types of responses
  2. Evaluating a Musical Performance
    - Learn about different types of musical performances and how to describe them in musical terms
    - Listen to and evaluate musical performances using different musical criteria
  3. Responding to Music through Movement
    - Explore how dance and music are related
    - Respond to music with movement
  4. Joining a Musical Ensemble
    - Identify ways to work together and to communicate for musical performances
    - Identify ways to practice for performances
    - Perform music with different types of groups
  5. Unit Review
    - Identify reasons for personal music preferences
    - Identify ways music evokes different types of responses
    - Learn about different types of musical performances and how to describe them in musical terms
    - Listen to musical performances and evaluate them using different musical criteria

- Work with peers to practice and listen to musical performances
  - Learn about preparing for and performing in musical ensembles
  - Perform music in groups with peers
6. Unit Test