

CURRICULUM MAP: Westside School District

Westside Middle School  
August 2009

Teacher: Bridges  
Grade: 7 Content: Music

Revised:

**AUGUST GOALS:** I. I will continue learn and reaffirm the fundamentals and basic characteristics of music reading and writing including the grand staff, note names, key signatures, time signatures, etc.  
II. I will learn to analyze music parametrically (SHMRG) and apply knowledge to a wide variety of music styles.  
III. I will also learn to distinguish between three basic types of musical texture.

FRAMEWORKS	CONTENT	SKILLS
<p><b>F/W:M.47.1</b> Respond to music from various cultures, historical periods, and/or events.</p> <ul style="list-style-type: none"> <li>● <i>Performing</i></li> <li>● <i>listening</i></li> </ul> <p><b>M.1.7.2</b> Play/sing a varied <i>repertoire</i> alone and with others.</p> <p><b>M.2.7.1</b> <i>Improvise rhythmic variations on familiar melodies</i></p>	<ul style="list-style-type: none"> <li>● Knowledge of parameters of music.</li> <li>● Application of these parameters to all styles of music.</li> <li>● Performance skills from a musically parametric standpoint.</li> </ul>	<p><i>The student will ...</i></p> <p><i>Week 1</i></p> <ul style="list-style-type: none"> <li>● Respond to music from various cultures, historical periods, and/or events.</li> <li>● Analyze /perform early examples of each of the 5 parameters of music: Melody, Harmony, Rhythm, Timbre, Form</li> </ul> <p><i>Week 2-3</i></p> <p><i>Define the term and analyze examples of MELODY:</i></p> <p><i>Learning note names</i> <i>Intervals :m2 –extended intervals 11ths, 13ths etc.</i> Major and minor scale construction</p> <p>Construct original melody.</p> <p>Analyze modern popular melodies.</p>

<p>M.2.7.1 <i>Improvise</i> using a variety of sound sources</p> <p>M.1.7.3 Refine correct techniques: Classroom instruments.</p>	<p>Mastery of major and minor tonalities.</p>	<p>Harmony:</p> <ul style="list-style-type: none"> <li>Identify musical texture.</li> </ul> <p>Monophonic, polyphonic, homophonic Gregorian chant and other genre in all 3 textures</p> <p>Explore Harmony</p> <p><i>Listen and sing to these. Count, clap, write melodies. For examples:</i></p> <p>“I Don’t Care if the Rain Comes Down” (Major) Orff p. 10 “Fall is Here” (Also major) Orff II p. 8 Epitaph of Seikilos Robin and Marion</p> <p>Convert to minor using scale formulas learned in study of Melody.</p> <p>Review Intervals, then learn to build chords:</p> <p>Major, minor, and additional scale degrees</p> <p>Apply by harmonizing melodies from selected material and Norton historical .....texts.</p> <p>ANA (count, clap, sing and write):</p> <p>“Melancholy” in d minor (In parallel minor to F) Orff II p.44</p> <p>Convert to major.</p>
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ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>● Maintain a binder containing all worksheets: including activities taken from both performance and theory-based perspectives.</li> <li>● Identify through musical species the Characteristics of Sound and music, musical texture types.</li> <li>● “What next improve game”</li> </ul> <ul style="list-style-type: none"> <li>● Musical examples:</li> <li>● Chatter with the Angels, Let It Rain, Dock of the Bay.</li> </ul> <p>Early Music:            Epitaph of Seikilos, Euridpides fragment, Early mass Gregorian chant, Ordo virtutum(Hildegarde), Trope (chant), Adam de la Halle: “Robin and Marion,” Ventadorn, Beatriz, Hans Sachs,</p>	<p>Content of binder.</p> <p>Classroom performance.</p> <p>Original composition of each musical genre.</p>	<p><i>Norton Anthology of Western Music</i>  <i>Norton History of Western Music</i>  <i>Norton: Recorded History of Western Music</i>  <i>Classroom instruments</i></p>

FRAMEWORKS	CONTENT	SKILLS
<p>M.4.5-7.1            Respond to music from various cultures, historical periods, and/or events.</p> <ul style="list-style-type: none"> <li>● <i>Performing</i></li> <li>● <i>listening</i></li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of parameters of music.</li> </ul>	<p><i>The student will ...</i></p> <p>Hans Sachs “Davide”</p> <p>Analyze modern popular Harmony and Melody.</p> <ul style="list-style-type: none"> <li>● Simultaneous singing and playing of musical examples.</li> </ul>

<p>M.1.5-7.1 Play/sing a varied repertoire alone and with others. 3 / 4 &amp; 4/4 meters</p> <p>M.2.5-7.1 Improvise rhythmic variations on familiar melodies finish and hang chant species).</p> <p>M.1.7.5 Read • pattern of a dotted eighth note followed by a sixteenth note or sixteenth rest • variety of tempi (e.g., grave, vivace) • various dynamic levels • 2, or cut time, meter • more complex forms and</p>	<ul style="list-style-type: none"> <li>● Application of these parameters to all styles of music.</li> <li>● Performance skills from a musically parametric standpoint.</li> </ul> <p>Mastery of major and minor tonality.</p>	<p>Convert to minor tonality.</p> <p>ANA (count, clap, sing and write). For example</p> <p>“Melancholy” in d minor (In parallel minor to F) Orff II p.44</p> <p>Convert to Major tonality</p> <p>Week 4:</p> <p>Study, analyze, and evaluate Rhythm</p> <p>Define rhythm in historical and historical terms. For example:</p> <ul style="list-style-type: none"> <li>● “Alleluia” - by Renaissance composer Josquin.</li> <li>● 14<sup>th</sup> C: Guillaume de Machaut Use of Tarea, colore</li> </ul> <p>Rhythm studies from “Standards of Excellence” Count, clap, perform</p>
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<p><i>harmonies (e.g., theme and variations, three-part lines)</i></p> <ul style="list-style-type: none"> <li><i>the intervals within the staff (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, octave)</i></li> </ul> <p>M.2.5-7.1 <i>Improvise</i> using a variety of sound sources Classroom instruments.</p>		<p>Week 5-6</p> <p>Study all above parameters using both modern and historical examples:</p> <ul style="list-style-type: none"> <li>• Top 40 Popular Songs</li> <li>• Historical examples from any/all musical periods: Antiquity, Baroque, Classical, Romantic (19<sup>th</sup> C.) , 20 C, and Post modern</li> </ul>
ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Maintain a binder containing all worksheets: including activities taken from both performance and theory-based perspectives.</li> <li>• Identify through musical species the Characteristics of Sound and music, musical texture types.</li> <li>• “What next improve game”</li> <li>• Invent basic RHY patterns for Djembe.</li> <li>• Analysis chart of musical examples including parameters and musical texture.</li> </ul> <ul style="list-style-type: none"> <li>• Musical examples: Folk: Sue Joins the Dancing (English) Popular: “Let It Rain” (Canada) Blues: Dock of the Bay (USA) Antiquity: Epitaph of Sialkilos (Middle East) Medieval: Mass for Pope Marcellus ( Italy) Renaissance: In Ecclesies (France)</li> </ul>	<p>Content of binder.</p> <p>Classroom formance.</p> <p>Original composition of each musical genre.</p> <p>Perform Rhythms on Djembe.</p> <p>Analysis of each parameter of said music in a chart form.</p>	<p><i>Norton Anthology of Western Music</i> <i>Norton History of Western Music</i> <i>Norton: Recorded History of Western Music</i> <i>Classroom instruments</i></p>

Baroque: Handel's Messiah (Germany)  
Classical: Eine Kluge Nocturne (Austria)  
Romantic: Nocturne ( France)  
20 C: Rain Coming (Japan)

I Don't Care if the Rain Comes Down" (Major) Orff p. 10  
"Fall is Here" (Also major) Orff II p. 8