

Middle School Music

Curriculum Map

6 th Grade General Music			
Project/Unit Description	Time Frame	Resources	NCA Anchor Standards
My Theme Song – Student and teacher get acquainted through a song picked by the student to describe him or her. Students present their responses with their song playing in the background.	1 st Quarter	-theme song handout -audio equipment -iPad	7, 8, 11
Music Terms – Students recognize, define, and apply various terms that will be used throughout the course. A PowerPoint and review game will be used to reinforce these concepts. An exam is given at the end of the unit.	1 st Quarter	-definitions handout -PowerPoint -iPad -game materials -exam materials	11
Listening Maps – Students learn to listen for the following aspects of music: high/low, fast/slow, loud/soft, steady beat, rhythm, and form. These skills are then transferred to both assembling and creating listening maps in cooperative learning groups for various pieces. After the maps have been made, student groups will swap their creations to see if other groups can put them back together.	1 st Quarter 2 nd Quarter	-PowerPoint -listening maps -art supplies -audio equipment -iPad -teacher rubric	1, 2, 3, 7, 8, 9
Singing – Students learn about the vocal mechanism and how to find their singing voice through videos, exercises, songs, and solfege.	2 nd Quarter	-audio equipment -iPad -YouTube -piano -sheet music	5, 6, 7, 8, 9, 10, 11
Rhythm – Students learn how to read and write basic music notation through composition projects (Rhythm handout, Word Rhythms, Ostinatos, etc.) and performance opportunities (presenting work to peers).	3 rd Quarter 4 th Quarter	-white board -colored markers -composition handout -Boomwhackers -audio equipment -iPad -YouTube -teacher rubrics for “Word Rhythms” and “Ostinatos”	1, 2, 3, 4, 5, 6, 7, 9, 10
Note-Naming – Students learn the names of the notes on the treble clef staff via worksheets and projects (Twinkle project, Boomwhacker Song, etc.).	4 th Quarter	-worksheets -project handouts -Boomwhackers -iPad -audio equipment	1, 2, 3, 4, 5, 6, 7

7th Grade General Music

Project/Unit Description	Time Frame	Resources	NCA Anchor Standards
Song Form – Students become familiar with song form (verse, chorus, outro, etc.). Reading articles, listening to songs, and group song form activities will be used to reinforce these concepts. An exam is given at the end of the unit.	1 st Quarter	-articles -audio equipment -iPad -song form “puzzles” -exam materials	7, 9
Guitar – Students perform on guitars individually and in small groups. We will cover instrument parts, playing position, chords, picking, reading music notation, playing with recordings, various musical styles, and song composition. Multiple written and playing exams will be given throughout the unit.	2 nd Quarter 3 rd Quarter 4 th Quarter	-guitars -picks -music stands -music -audio equipment -iPad -worksheets -exam materials	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

8th Grade General Music

Project/Unit Description	Time Frame	Resources	NCA Anchor Standards
Rock History – Students learn about the origin of rock and how it has changed and developed since its conception. In each class, students complete listening journals from a new decade and engage in a PowerPoint/discussion of that particular decade. A special activity, such as a dance, song, or video, concludes each lesson. The culminating activity is a group project. Some examples are: creating a rock song, recording a radio broadcast, creating a “best of” album, etc.	1 st Quarter	-audio equipment -listening journals -PowerPoint -YouTube -iPad -project materials -Garage Band	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Dark Side of The Rainbow – Students spend a few class periods learning about and watching the sync between the movie <i>The Wizard of Oz</i> and Pink Floyd’s rock album <i>The Dark Side of the Moon</i> . They are provided with “The List” of syncs as they watch the video and are instructed to circle those they feel are obvious or important and to cross out those they think are not effective. Students then	2 nd Quarter	-audio equipment -iPad -“The List” -essay response handout	7, 8, 9, 10, 11

write an essay response as to whether or not they believe the sync was done on purpose or if everything is a coincidence.			
Rap Music – Students learn about the origin of rap and how it has changed and developed since its conception. The culminating activity is a group project. Students will write rap lyrics and then use iPads with Garage Band to create a background track for their rap. Live performances of the rap songs in class will take place for a grade.	2 nd Quarter 3 rd Quarter	-audio equipment -PowerPoint -YouTube -iPad -project materials -Garage Band	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
American Musical – Students learn about the origin of the American Musical and how it has changed and developed since its conception. Students will finish the unit by watching a musical and taking an exam.	3 rd Quarter 4 th Quarter	-audio equipment -PowerPoint -YouTube -iPad -musical video -exam materials	7, 8, 9, 11
Music Careers – Students research the different careers available in the music business and engage in a brief study on the requirements and tasks of one particular job. Students then present their findings to the class so all can be informed of different careers.	4 th Quarter	-handout https://www.berklee.edu/careers-music -computer lab	11

6th, 7th, and 8th Grade Band			
Project/ Unit Description	Time Frame	Resources	NCA Anchor Standards
Winter Concert – Students rehearse and perform 3-5 selections with theoretical and historical discussions of each piece.	1 st Quarter 2 nd Quarter	-band instruments -band music	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Spring Concert – Students rehearse and perform 3-5 selections with theoretical and historical discussions of each piece. These pieces increase in technical and artistic difficulty from the winter selections.	2 nd Quarter 3 rd Quarter 4 th Quarter	-band instruments -band music	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Group Lessons – These are heterogeneous band lessons designed to facilitate growth in auditory, rhythmical, and instrumental skills through weekly assignments. Students are generally grouped by ability.	Full Year	-band instruments -lesson books -warm-up packet	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

6th, 7th, and 8th Grade Chorus			
Project/ Unit Description	Time Frame	Resources	NCA Anchor Standards
Winter Concert – Students rehearse and perform 4-6 selections with theoretical and historical discussions of each piece.	1 st Quarter 2 nd Quarter	-choral music -piano	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Spring Concert – Students rehearse and perform 4-6 selections with theoretical and historical discussions of each piece. These pieces increase in technical and artistic difficulty from the winter selections.	2 nd Quarter 3 rd Quarter 4 th Quarter	-choral music -piano	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

National Core Arts Anchor Standards

Creating

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Performing

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

Anchor Standard #5. Develop and refine artistic work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

For more information on the National Core Arts Standards, please visit this website:

<http://www.nationalartsstandards.org/>

