

SUFFOLK PUBLIC SCHOOLS



Talented Music “Historical Periods” Curriculum Guide

Revised August 2011

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OVERVIEW

The purpose of the Talented Music Curriculum Guide is to bring system wide consistency to the planning and implementation of musical activities for the students in Suffolk Public Schools Talented Music Program. A set of objectives was selected based on information obtained from *Making Music* (Silver Burdett Ginn, 2000), *Musical Aptitude Testing* materials (Edwin Gordon, 1999) and music education national standards.

The lesson plans will accommodate a two-year period to begin anew at the start of every two years. Teachers will use the “Americana” curriculum during even numbered years and the “Historical Periods” curriculum during odd numbered years. “Americana” objectives are numbers 1, 2, 3, 5, 7, 8, and 9. “Historical Periods” objectives are numbers 1-7 and 9. “Americana” objectives will focus on the recorder, Orff orchestrations, composition, performance, movement, choral singing and field trips. “Historical Periods” curriculum activities will focus on the recorder, composition, computer technology, music history, creativity, choral singing and field trips.

A system wide culminating activity is the driving force behind the scope and sequence of the curriculum. The presentation entitled “STARS” (Students’ Talents Are Rising in Suffolk) will showcase the year’s activities. This presentation will honor Talented Music students and their guests. The showcase will be scheduled for the spring of each year and will be held at a local school.

The “Historical Periods” showcase will consist of all Talented Music students performing choral, recorder, instrumental, and movement selections in large and small group settings. A mass rehearsal will be held the day of the program from 9:30 a.m. to 1:30 p.m. Bus transportation will be provided by Suffolk Public Schools to and from the rehearsal for all

students. Students will bring a bag lunch to be eaten at the rehearsal site. Parents/guardians will be responsible for transportation to and from the evening performance.

OBJECTIVES

1. The student will (TSW) play advanced melodies on the recorder.
2. TSW play instrumental music in an ensemble. The ensemble should consist of a variety of Orff instrumentation to include: soprano, alto, and bass glockenspiels, xylophones, metallophones, and classroom rhythm instruments.
3. TSW display their talent publicly in an assembly, concert, or performance.
4. TSW use computer technology to: create and express musical ideas, research topics, and reinforce music theory.
5. TSW move to music creatively using choreographed movements, i.e. folk dance.
6. TSW describe various styles of music using musical terminology and identify a composer and a musical composition from each of the four historical music periods: Baroque, Classical, Romantic, and Modern.
7. TSW sing in a choral ensemble performing songs in simple two or three part harmony.
8. TSW demonstrate creativity through one of more of the following areas: art, storytelling, puppetry, choral speeches, theater, poetry, technology, or movement.
9. TSW participate in a variety of musical field trips to enhance appreciation of the fine arts.

HISTORICAL PERIODS SYLLABUS

SEPTEMBER

Weeks 1-3: **FOCUS:** Class preparation

- ✓ Test students new to Suffolk Public Schools
- ✓ Send a reminder letter to parents for supplies for first class.

➤ **Supply list**

- 3 ring binder
- Pencil
- Blank CD-R
- Highlighter
- Package of sheet protectors (optional)

Week 4: **FOCUS:** Full Class Meeting

- ✓ Present contract agreement, syllabus, and progress report to students.
- ✓ Review and answer questions as needed.

HOMEWORK: Have parents/guardians and classroom teachers sign contract agreement and return to music teacher.

OCTOBER

Week 1: **FOCUS:** Objective #1 (recorder).

- ✓ Distribute recorders.
- ✓ Discuss and demonstrate hand placement, proper embouchure, instrument care, and rules.
- ✓ Introduce B A G using method of choice.
- ✓ Introduce “Bbbbaaad Groove” (*Music K-8, Vol. 5, No. 1*) and “Breeze Blown BAG” (*Music K-8, Vol. 3, No. 1.*)

HOMEWORK:

- **Label B A G notes in “Bbbbaaad Groove” (Appendix A) and “Breeze Blown BAG” (Appendix B).**
 - **TEACHER NOTE:** The teacher may opt to teach the specific recorder notes using the showcase performance pieces, that is, “The Water Is Wide” and “Ode to Joy”.

Week 2: **FOCUS:** Objective #1 (recorder)

- ✓ Review recorder songs.
- ✓ Introduce high C and high D.
- ✓ Introduce “Prelude in C Major”. (OPTIONAL) (*My Recorder’s Baroque In*).

HOMEWORK:

- **Label notes for “Prelude in C Major”. (OPTIONAL) (Appendix C)**
- **Complete numbers 1-5 on recorder fingering worksheet. (Appendix D)**

- Week 3:* **FOCUS:** Objective #1 (recorder)
- ✓ Introduce Bb, low E, and low F.
 - ✓ Introduce and label notes for “Mary Ann”. (OPTIONAL) (Appendix E)
 - ✓ Review “Prelude in C Major”. (OPTIONAL)
- HOMEWORK:* Label all notes for “The Water Is Wide”.**
- **TEACHER NOTE:** Year One students label Part I descant (Appendix F). Year Two students label Part Two main melody (Appendix G).

- Week 4:* **FOCUS:** Objective #1 (recorder)
- ✓ Review “Mary Ann”. (OPTIONAL)
 - ✓ Introduce “The Water Is Wide.” (Appendix F and Appendix G)
- HOMEWORK:* Practice “The Water Is Wide.”**

NOVEMBER

- Weeks 1-3:* **FOCUS:** Objective #2 (instrumental music) and objective #8 (part singing.)
- ✓ Introduce “We’re Making Music” (Appendix H), “Ode to Joy” choral (Appendix K), “Viva la Musica” (Appendix S), and “Over the Rainbow” (Appendix T).
 - **TEACHER NOTE:** “We’re Making Music” Instrument Assignments
 - Percussion 1 (cowbells) – BTWES, CES, DES
 - Percussion 2 (guiros) – EFES, HES, KES
 - Percussion 3 (maracas) – MBES, NPES
 - Percussion 4 (agogo bells) – NSES, OES, SWES
 - **TEACHER NOTE:** “Ode to Joy” (vocal)
 - Unison
 - **TEACHER NOTE:** “Viva la Musica”
 - All learn as round.
 - **TEACHER NOTE:** “Over the Rainbow”
 - Part 1 – BTWES, CES, DES, EFES, HES
 - Part 2 – KES, MBES, NPES, NSES, OES, SWES
- HOMEWORK:* Practice, practice, practice!**

DECEMBER

- Week 1-3:* **FOCUS:** Review.
- ✓ Review all selections taught so far. Teach and practice holiday selections of your choice.
- HOMEWORK:* Practice, practice, practice!**

JANUARY

TEACHER NOTE: Plan test dates for administering talented music tests for all 3rd and 4th grade students.

Week 1: **FOCUS:** Objective #2 (instrumental music), objective #5 (technology), objective #7 (musical styles), and objective #8 (part singing).

- ✓ Introduce characteristics of the Baroque and Classical Periods.
- ✓ Discuss time frame and stylistic traits.
- ✓ Introduce selected compositions for each period.
- ✓ Introduce “Suite No. 2 in B minor” (Bach).

○ **TEACHER NOTE:** BTWES, CES, DES, EFES, HES

HOMEWORK: Practice all STARS selections taught to date.

Week 2: **FOCUS:** Objective #1 (recorder), objective #2 (instrumental music), objective #5 (technology) and objective #7 (musical styles).

- ✓ Introduce characteristics of the Romantic and Modern Periods.
- ✓ Discuss time frame and stylistic traits.
- ✓ Introduce selected compositions for each period.
- ✓ Introduce “Carmen Suite Prelude” (Bizet).

○ **TEACHER NOTE:** KES, MBES, NPES, NSES, OES, SWES

- ✓ Introduce “Ode to Joy” recorder selection.

HOMEWORK:

- **Label notes to “Ode to Joy” recorder selection.**
- **Practice all STARS selections taught to date.**

Week 3: **FOCUS:** Objective #1 (recorder), objective #2 (instrumental music), objective #5 (technology), objective #7 (musical styles) and objective #9 (creativity).

- ✓ Introduce Powerpoint project.
- ✓ Explain Powerpoint activity and explore slide ideas.

HOMEWORK: Practice all STARS selections taught to date.

Week 4: **FOCUS:** Objective #1 (recorder), objective #2 (instrumental music), objective #5 (technology), objective #7 (musical styles) and objective #9 (creativity).

- ✓ Work on creative project.

HOMEWORK: Practice all STARS selections taught to date.

FEBRUARY

Week 1: **FOCUS:** Objective #6 (dance) and objective #9 (creativity).

- ✓ Continue working on creative project.
- ✓ Introduce dance routine. (Appendix R)

HOMEWORK: Practice and memorize all STARS selections to date.

Week 2: FOCUS: Objective #2 (instrumental music), objective #6 (dance), objective #7 (musical styles) and objective #9 (creativity).

- ✓ Continue working on creative project.
- ✓ Continue working on dance routine.
- ✓ Introduce drum routine and assign parts. (Appendix Q)

***HOMEWORK:* Practice and memorize all STARS selections to date.**

Week 3: FOCUS: Objective #2 (instrumental music), objective #6 (dance), and objective #9 (creativity).

- ✓ Finish creative Powerpoint.
- ✓ Introduce “Fire and Water Soundscape”. (Appendix L)
- ✓ Review drum routine.
- ✓ Review dance routine.

***HOMEWORK:* Practice and memorize all STARS selections to date.**

Week 4: FOCUS: Objective #2 (instrumental music), objective #6 (dance), and objective #9 (creativity).

- ✓ Review “Fire and Water Soundscape”.
- ✓ Review dance routine.
- ✓ Review drum routine.

***HOMEWORK:* Practice and memorize all STARS selections to date.**

MARCH and APRIL

Entire month: FOCUS: Objective #1 (recorder), objective #2 (instrumental music), objective #6 (dance), objective #8 (part singing), and objective #9 (creativity).

- ✓ Review and rehearse all selections for STARS concert. **All selections must be memorized.**

The “STARS” performance is the culminating activity for the completion of the year’s objectives. All Talented Music students are required to attend the STARS performance.

CD LIST

1. Bbbbaaad Groove (Jennings) – performance
2. Bbbbaaad Groove (Jennings) – accompaniment
3. Breeze Blown BAG (Jennings) – performance
4. Breeze Blown BAG (Jennings) – accompaniment
5. Prelude in C Major (Bach) – performance
6. Prelude in C Major (Bach) – accompaniment
7. Mary Ann (instrumental only)
8. The Water is Wide (accompaniment)
9. The Water is Wide (performance)
10. We're Making Music (performance)
11. We're Making Music (accompaniment)
12. Suite No. 2 in B minor (Bach) – performance
13. Ode to Joy (Beethoven) – performance
14. Ode to Joy (Beethoven) – accompaniment
15. Carmen Suite Prelude (Bizet) – performance

*Song selections are not in concert order.

HISTORICAL PERIODS SHOWCASE ORDER

1. Viva la Musica
2. Dance routine
3. We're Making Music
4. Ode to Joy
5. Suite No. 2 in B Minor
6. The Water Is Wide
7. Carmen Suite Prelude
8. Over the Rainbow
9. Drum routine
10. Fire and Water Soundscape

APPENDIX A

Bbbbaaad Groove

RECORDER

(♩ = 92) 6 Norm Sands

PLAY 3 TIMES

4 REPEAT TWICE - GO TO ENDING

(ENDING)

APPENDIX B

Breeze Blown BAG

RECORDER

$\text{♩} = 110$

by Norm Sands

8 9 4

13 21 29 4 37 2 43 51 59 *

* RECORDER MAY PLAY LAST
RHYTHM WITH THE TAPS

APPENDEX C

8

Prelude
from Prelude and Fugue in C Major
No. 1 from Book I of "The Well-Tempered Clavier"

by Johann Sebastian Bach
arr. by Norm Sands

4

APPENDIX M

Ode To Joy

JOYOUSLY (♩=104-108)

Ludwig van Beethoven
arr. M. C. Handel/Paul Jennings

The musical score for 'Ode To Joy' is presented on seven staves. The first staff shows a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. It includes rehearsal marks for measures 2, 3, and 6. The second staff begins with a circled measure number 9 and a forte (f) dynamic marking. The third staff continues the melody. The fourth staff starts with a circled measure number 17 and a mezzo-forte (mf) dynamic marking. The fifth staff features first and second endings, marked with '1.' and '2.'. The sixth staff begins with a circled measure number 26. The seventh staff concludes with a circled measure number 31 and a fermata over the final notes.

APPENDIX O

FIRE AND WATER

Fade-in from left to right

1st: Cellophane wrap (groups #1 and #2)

2nd: Bubble wrap (group #3)

3rd: Small Shakers (group #4) complete large circles four times

4th: Palms together (group #4 -#1 fade-in right to left)

5th: Snaps (fade-in right to left)

6th: Pat (fade-in left to right)

7th: One foot stomp (fade-in right to left) four times *adding in thunder tubes

8th: Reverse steps 7-4 and fade to silence

*If you have a thunder tube, please bring one (1)

APPENDIX P

Collaborative History PowerPoint Slide Assignments

BAROQUE

- BT- Composers
- CS- U.S. History Connections
- DR- Scientific/Instrumental Discoveries

CLASSICAL

- EF- Composers
- KS- U.S. History Connections
- MB- Scientific/Instrumental Discoveries

ROMANTIC

- HP- Composers/U.S. History Connections
- NP- Composers/Scientific/Instrumental Discoveries

MODERN

- NS- Composers
- OK- U.S. History Connections
- SW- Scientific/Instrumental Discoveries

Group Assignments

<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>	<u>GROUP 4</u>
BT	EF	HP	NS
CS	KS	NP	OK
DR	MB		SW