

PJH General Music Overview

State Goal 25 - Know the language of the arts.	Grade 7	Grade 8
<p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts.</p>	<p>All Dynamic/Tempos terms Describe in Italian and own terms</p> <p>Music Structure Elements – Bar line, Measure, Time Signature, Double Bar line, repeat,</p>	<p>All Dynamic/Tempos terms Describe in Italian and own terms</p> <p>Music Structure Elements – Bar line, Measure, Time Signature, Double Bar line, repeat, Staff, Stave, Treble Clef, Bass Clef, Ledger lines</p>
<p>25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes</p>	<p>Sing , Listen, and Compare music from various Eras, Styles, and Cultures – Describe similarities and differences</p>	<p>Listen and Compare music from various Eras, Styles, and Cultures – Describe similarities and differences – Use Italian terms to describe the music.</p>
<p>STATE GOAL 26: Through creating and performing, understand how works of art are produced.</p>		
<p>26.A.3c Describe the processes involved in composing, conducting and performing.</p>	<p>Create Music structure – Perform basic rhythms in four measure patterns created by students using notes and rests clapping and on instruments 4/4, 3/4, 2/4</p>	<p>Create Music structure of 12 measure rhythms both treble and bass clef. Using Sibelius software, program music for class review.</p> <p>Conduct/perform various songs of differing time signature (2/3/4) using proper technique and staying along dynamic and tempo guidelines.</p>
<p>26.A. Read and interpret traditional music notation in a varied repertoire</p>	<p>Create Music structure – Perform basic rhythms in four measure patterns created by students using notes and rests clapping and on instruments 4/4, 3/4, 2/4</p>	<p>Sight read various music using all notes and rests, and using different time signatures 4/4,3/4,2/4, 6/8. Follow all music markings (style, dynamics, tempos, etc.)</p>

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<p>26.B.3c Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.</p>	<p>Sing/play/listen to music from a variety of styles/cultures on guitar or vocally</p>	<p>Sing/play/listen to music from a variety of styles/cultures on guitar or vocally</p>
<p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present.</p>		
<p>27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.</p>	<p>Describe how music is used in communication from earlier years to present day music, and the jobs available in the communication field.</p>	<p>Describe the following jobs and their impact on society – Radio DJ, Performer, Music writer, Conductor, Music Critic/Judge.</p> <p>Describe the standards and education they must have to properly and successfully conduct their career.</p>
<p>27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.</p>	<p>Describe how music is used to communicate culture, ideas, and entertainment. Describe the connection across all the arts</p>	<p>Describe how music is used to communicate culture, ideas, and entertainment. Describe the connection across all the arts.</p> <p>Perform the Star Spangled Banner at various functions throughout the school year.</p>
<p>27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.</p>	<p>Listen to music from various eras, styles, and cultures and discuss the impact of the music or musician on the culture both past and present</p>	<p>Listen to music from various eras, styles, and cultures and discuss the impact of the music or musician on the culture both past and present</p>