



ST. BARBARA SCHOOL

"Values for a Lifetime"

Subject: **MUSIC - This is a basic outline of our year. The timeline may change due to unforeseen events**

5	6	7	8
<p>Aug. – Sept.</p> <p><u>ALL CLASSES WILL</u></p> <hr/> <p>Identify music terms -Classify musical groups by instruments</p> <p>Compare and contrast rhythm and beat</p> <p>Write new rhythms for familiar songs -write simple melodies in notes, rests, and meter -play simple rhythmic and melodic patterns from a written score</p>	<p><u>REVIEW THE</u></p> <hr/> <p>Review musical terms -Translate common Italian musical markings into English -Interpret musical symbols, such as dynamics and tempo</p> <p>Begin the study of early civilizations’ world music -world instruments</p>	<p><u>PARTICIPATORY PARTS</u></p> <hr/> <p>Illustrate the importance of music in everyday life</p> <p>Analyze how rhythm is used to communicate ideas -Write music lyrics</p> <p>Replicate the beat and rhythms of a musical example -denote song patterns -write chorus, verse, chorus</p> <p>Given lyrics, write an original tune, representing it in some form of notation -Use standard notation symbols for dynamics, tempo, expression -Improvise rhythmic and melodic variations on a given tune -Present tunes -Identify pattern and repetition in performed works</p>	<p><u>OF THE CATHOLIC MASS</u></p> <hr/> <p>Illustrate the importance of music in everyday life</p> <p>Review musical terms</p> <p>Demonstrate basic vocal production techniques -Write lyrics and music in some form of musical notation -“Where the Sidewalk Ends” -Work in groups -Perform songs that were written</p>

Oct.

Review musical terms

Begin classical music study of Vivaldi's "Four Seasons"

-Describe the tempo, dynamics,

meter, timbre, melody, etc. in the piece

Sing the Presidents' Song

Nov /Dec.

ALL CLASSES WILL BEGIN

Compare how the arts function in different types of ceremonies

Oct.

Continue early civilization music study

Nov. /Dec.

TO PREPARE FOR THE

Analyze how different elements are combined in a work of art

Oct.

Continue the music lyrics study

Introduce the study of classical music with the Chicago Sinfonietta

-Critique the appropriate use of musical elements used to create mood, etc.

Describe tempo, dynamics and articulation in a musical example using appropriate terminology

-Begin the classical study of "Danse Macabre" or "Sorcerer's Apprentice"

-Explain the procedure a composer uses to write music

Continue the classical study with the Chicago Sinfonietta

-Explain the interaction of performers and conductors

Nov. /Dec.

CHRISTMAS PROGRAM TO

Compare and contrast the function of the arts in a ceremony

Oct.

Understand flow of music history -define characteristics of different eras

-compare and contrast eras

-present information

Nov./Dec.

BE HELD ON 12/21/09

Prepare for the Christmas program:

-Analyze character and plot dynamics

-Analyze narration used to communicate events in a drama

Analyze the process used to plan and practice a drama

-develop theme and idea

-help write script

-practice performance

-evaluate the choice of props to communicate an idea

-communicate an idea

			<p>-demonstrate concentration, observation, and imagination while practicing and performing</p> <p>-demonstrate verbal choices in character development</p> <p>-select 8th grade song</p> <p>--demonstrate leadership skills as whole student body prepares for performance</p>
<p><u>Jan.</u></p> <p>Continue “Four Seasons” study</p> <ul style="list-style-type: none"> -Distinguish between melody and harmony <p>Study of world instrument-classify instruments according to how their sounds are produced</p> <p>Study of 20th century composers</p> <ul style="list-style-type: none"> -each student will randomly select a composer from my list 	<p><u>Jan.</u></p> <p>Begin classical music study of George Gershwin and musicals</p> <ul style="list-style-type: none"> -Identify value of music in the world: “The Talkies” vs.” Silent Movies” -Adapt a story into performed drama 	<p><u>Jan.</u></p> <p>Explore different musical eras</p> <ul style="list-style-type: none"> -work in groups -Define large musical forms -make an oral group presentation <p>-Continue classical studies with the Chicago Sinfonietta</p>	<p><u>Jan.</u></p> <p>Analyze how a particular work of art reflect a given time period</p> <p>Each student will choose a current song that represents his or her personality.</p> <ul style="list-style-type: none"> -Bring lyrics -draw self portrait -illustrate with lyrics
<p><u>Feb.</u></p> <p>Continue 20th century composer study</p> <ul style="list-style-type: none"> -present an oral report on the composer -Review dynamics and tempo 	<p><u>Feb.</u></p> <p>Explore the different eras of music</p> <ul style="list-style-type: none"> -from Church music to modern music -Investigate how music reflects different times and cultures -group presentations 	<p><u>Feb.</u></p> <p>Continue the musical era study</p> <p>Begin a study of American Jazz music</p> <ul style="list-style-type: none"> -Individual report on a famous Jazz musician -some computer research =from my resources -group timelines 	<p><u>Feb.</u></p> <p>Continue modern musicians study</p> <p>Begin the study of a classical composer and piece .(to be determined)</p> <ul style="list-style-type: none"> -analyze changes in tempo, dynamics in an aural example -analyze the basic components of tone, beat, rhythm, etc. in a musical composition

ALL CLASSES WILL LPREPARE

MUSIC FOR EASTER

-analyze the form of a musical composition-analyze how a particular work influenced society in a given time
-Analyze how the works shape and reflect a given time period

Mar.

Celebrate Dr. Seuss Day by listening to rhythms, lyrics, and sound words and writing and illustrating original sound words
Prepare the Readers' Theater production, "Shh, We're Writing the Constitution" for presentation
-Enact a drama with a group demonstrating focus, concentration, teamwork and rehearsal
-Analyze movement and sound choices used to communicate mood and characters

Mar.

Continue to explore the eras of music
Celebrate Dr. Seuss Day by sharing rhyming lyrics and reviewing musical note and rest values

Mar.

Celebrate Dr. Seuss Day by listening to rhyming lyrics and writing rhyming poems
-share with another class
Continue the jazz study
-compare and contrast the different – styles of jazz
-Determine why certain artists' work reflect the culture

Mar.

PREPARE FOR 'LIVE STATIONS' EVERY OTHER YEAR

Compare and contrast how vocal and physical elements are used to communicate character and conflict
-analyze the choice of design elements incorporated by use of setting, costume, props, etc.
Celebrate Dr. Seuss Day by Listening to stories by Dr. Seuss and writing stories in the same style.
-use Dolche sight words
-illustrate
-follow given guidelines
-Present the stories to the kindergarten students

Apr.

Continue Readers' Theater study
-prepare to perform for another class
-perform for another class

Apr.

Prepare a Reader's Theater performance for the primary grades
-Identify different types of narrative conventions used in

Apr.

Determine how music effects the movies
-King Kong
Prepare a short group skit to perform

Apr.

Study modern musicians
-choose one to research and report on
-use computer lab for research
-analyze how various arts are used to persuade and promote ideas

drama
-Describe ways actors use their voices to communicate
-Describe how rhythm and pace make a piece unique

-“Brought to you By”: Explain the way the various arts are used to persuade and permute ideas in advertising
-Practice skit
-Perform skit

-analyze how artists use technology creatively
-describe how artists were influenced by their times.
-describe how artists influenced their times and cultures

May/June

ALL CLASSES WILL PREPARE

Be a part of an audience
-Evaluate audience behaviors of self

Perform dance patterns

May/June

MUSIC FOR MAY CROWNING

Continue to prepare the Readers’ Theater performance

Perform for primary grades

Write a rhythm piece , performing on percussion instruments
-Distinguish between beat and rhythm
-Use standard music notation to record musical ideas

May/June

ALL CLASSES WILL PREPARE

Compare and contrast the different modern styles of music

Interpret ways spatial factors and body actions are used to convey meaning
-Learn to sing “This Land is Your Land” in sign language
-Perform for 1st grade

May/June

FOR MAY CROWNING

Continue modern musicians study
-present to class

Investigate occupations that are related to the arts industry

Determine songs that represent 8th grades hopes for the future
-use current songs (school appropriate)

PRACTICE FOR MAY CROWNING

-analyze actor movement in relation to the type of performance space

