

Subject Area: General Music - Grade Level: Junior High

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

New York State Standards: New York State Standards:

- 1) Creating, performing and participating in the arts.
- 2) Knowing and using arts materials and resources.
- 2) Responding to and analyzing works of art.
- 4) Understanding the cultural dimensions and contributions of the arts.

National Standards for Music Education:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance Indicators:

Assessment:	Acceptable Performance Level
Participation in classroom activities	80 or above on demonstrated work
Participation in Winter Concert Participation in Spring Concert	80 or above on report cards at six week intervals

Scope: Junior high students will continue to develop skills and knowledge of music using the guitar as a “hands on” medium for musical development. Students will be engaged in music reading, development of aural and rhythmic senses, musical styles as well as proper playing techniques used to experience performing music. Knowledge of the language of music shall be developed to express musical concepts, elements and principles through a variety of musical activities.

Standard 1- Creating, Performing, and Participating in the Arts

1A. Students compose simple pieces that reflect knowledge of melodic, rhythmic, harmonic, timbre, and dynamic elements.

1B. Students sing and/or play alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration and loudness.

1C. Students improvise short musical compositions that exhibit cohesiveness and musical expression.

1E. Students identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.

Standard 2- Knowing and Using Arts Materials and Resources

2A. Students use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces.

2B. Students use school and community resources to develop information on music and musicians.

2C. Students use current technology to create, produce and record/playback music.

2D. Students identify a community-based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role.

2E. Demonstrate appropriate listening and other participatory responses to music.

2F. Investigate some career options related to their musical interests.

Standard 3- Responding to and Analyzing Works of Art

3A. Students, through listening, analyze and evaluate their own and others' performances, improvisations, and compositions by identifying and comparing them with similar works and events.

3B. Students use appropriate terms to reflect a working knowledge of the musical elements.

3C. Students demonstrate a basic awareness of the technical skill musicians must develop to produce an aesthetically acceptable performance.

3D. Students use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events).

3E. Students use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived.

3F. Students use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.

Standard 4- Understanding the Cultural Dimensions and Contributions of the Arts

4A. Students identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world.

4B. Students identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections.

4C. Students discuss the current and past cultural, social, and political uses for the music they listen to and perform.

4D. Students, in performing ensembles, read and perform repertoire in a culturally authentic manner.

Content Sequence	Performance Indicators	Performance Level
Music Notation– review lines/spaces; G Clef	3C, 3E	80 or above
Rhythm notation and Time Signatures & tempo	1B, 3B	80 of above
Instrument positioning and part identification	3C, 3E	80 or above
Tuning technique Picking technique	3C	80 or above
E, F, G – First string Sample songs to develop finger technique	1B, 2A, 2C	80 or above
B, C, D – 2 nd string Samples & songs	1B, 2A	80 or above
Tied notes (whole, half & quarter) Sample exercises & songs	1A, 3A	80 or above
Pick-up notes - “Saints Go Marching In”	1B,, 2E, 3C, 4A	80 or above
G, A 3 rd string notes	3C	80 or above
Dotted half note “Oh Susanna”	1B, 2B	80 or above
3/4 time; Combined strings; Repeat signs	3B, 3C	80 or above
A – fourth finger in 3 rd position; ledger lines “Danny Boy”	1B, 3C, 3D	80 or above
Song Styles: country ballad “Blue Eyes...”	4A	80 or above
D, E, F – 4 th string Sample exercises “Amazing Grace” “House of the Rising Sun”	1B, 4C, 4D	80 or above
Eighth note value “Surfin’ Safari”	1B, 1E, 4B	80 or above
Sharp sign # - F# in two places “Aura Lee”	1B, 4A	80 or above
Key Signatures: Key of “G” “Simple Gifts”	3B, 4B	80 or above

C, G & G7 chords – D & D7 chords	1C	80 or above
12 bar blues progression w/chords “Chuck B. Goode”	1A, 1B, 1C, 3F, 4B	80 or above
A, B, C – 5 th string Sample exercises “Brahms Lullaby”	1B, 3B, 4B	80 or above
A minor/D minor chords “Roots of Rock”	2B, 2D, 4C, 4D	80 or above
Strumming patterns: (quarter & eighth note permutations)	1A, 3C, 3F	80 or above
Power Chord Studies A5, D5, E5	1A, 1B, 2B, 2C	80 or above
E, F, G – 6 th string “Spanish Serenade”	1B, 2E, 4A	80 or above
Full G, G7 & E minor Chords -Loch Lomond	1B, 3C, 4A	80 or above
F# - 6 th string “Rock Ballad”	2A, 2C, 3A	80 or above
Rock ensemble: Improvisation, Amplification, electric guitars	1E, 2A, 2C, 2E, 2F, 3A, 3E, 3F, 4D	80 or above

Methodology: Concepts and skills developed through modeling of appropriate techniques. Students shall experience music through playing stringed instruments at a level of difficulty appropriate for skills being developed. Performances given at traditional holiday and spring concerts to demonstrate and put into practice skills learned throughout each semester of classes. Use of acoustic and electronic technology with awareness of appropriate uses to perform both traditional and contemporary literature. Development of musicianship: enable students to become life long learners and active music participants in the arts.