

<b>Notation</b>			
<b>Instructional Objectives</b>	<b>Subject Matter Content</b>	<b>Standard</b>	<b>Activities</b>
Demonstrate understanding of basic rhythmic notation	Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Dotted Half and Quarters, Equivelent Rests. Multiple time signatures based in 4.	1.2	Clap, speak, and play simple given notations.  Play polyphonic percussion examples.
Demonstrate understanding of basic melodic notation in treble and bass clefs	All Notes of the Treble and Bass Clefs including up to three leger lines above and below the staff	1.2	Complete rhythmic and melodic call and response examples.  Compose music in various time signatures.
Describe the origins of written notation and the reasons it was and is used by musicians worldwide.	The role of the Roman Catholic Church in the development of standardized notation.	1.5	Write a narrative explanation of the origins of written music and create a visual progression of notation throughout time.

General Music Curriculum - Grades  
5-8

1

<b>Aesthetics</b>			
<b>Instructional Objectives</b>	<b>Subject Matter Content</b>	<b>Standard</b>	<b>Activities</b>
Demonstrate ability to make connections between mood and motive	Composer Motives and Influences Program Music, Romantic Symphony Tone Poems, Aleatoric, Atonal.	1.1 1.3	Create written and pictoral responses to music from various genres.

Demonstrate understanding of musical styles and the characteristics that separate them	Classical, Jazz, Country, Folk, R&B, Rock 'n Roll, and Popular Music styles from all time periods.	1.1 1.3	Discuss differences and similarities in music from various cultures.  Match music to written material based on mood and intention.
Demonstrate understanding of music from various cultures	Music of African Nations, India, China Japan, Polynesia, Israel, Germany, Poland, Italy, Russia, Brazil.	1.1	Create original works of art to characterize a composer's works.
Explain the changing cultural significance of music throughout history.	The Role of Music in American and Other Societies.	1.1 1.5	

General Music Curriculum - Grades 5-8

<b>Instruments</b>			
<b>Instructional Objectives</b>	<b>Subject Matter Content</b>	<b>Standard</b>	<b>Activities</b>
Demonstrate ability to identify most orchestral instruments by sight and sound	Instruments of the Orchestra Major Woodwind, Brass, String, Keyboard, and Percussion instr.	1.5	Identify instruments by pictorial example.  Identify instruments by aural example.
Demonstrate understanding of the mechanics and building materials of most orchestral instruments	Material and Mechanics of the Major Orchestral Instruments	1.5	Demonstrate understanding of the design progression of an instr.

Demonstrate understanding of the cultural history of various inst.	Progression of Design of the Major Members of the Brass and Woodwind Families	1.5	Explain outcomes of experiments with tone color and timbre.
Explain the acoustical reasoning behind the mechanics and design of most orchestral inst.	Rational of Accoustical Design of all Major Inst. Family members.	1.5	Create instruments out of every-day items.

General Music Curriculum - Grades 5-8

3

<b>Music History</b>			
<b>Instructional Objectives</b>	<b>Subject Matter Content</b>	<b>Standard</b>	<b>Activities</b>
Demonstrate understanding of how political and social environments have shaped music history	Ancient Music, The Middle Ages The Renaissance, Baroque, Classical, Romantic, Modern.	1.5	Match musical examples with time periods.  Match musical examples with composers.
Demonstrate understanding of the effects of social climate on composer's work.	Major World History and Events from 1000A.D. - 1980A.D. Major Wars and Social Movements.	1.3 1.5	Create a biographical poster of a composers life.  Create a timeline of music history
Identify music fro various time periods based on specific stylistic qualities.	Popular Styles of Music from 1000A.D. - 1980A.D. (ie: Gregorian Chant, Madrigal, Fugue, Opera, Rock, etc.)	1.5	in relation to world history.  Create a dictionary of musical styles and their characteristics.

Identify a basic repertoire of composers and their contributions to music history.	Relevant Composers from each studied time period. (ie: D'Arezzo, Dowland, Bach, Beethoven, Greig, Sousa, Dylan, etc.)	1.3 1.5
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General Music Curriculum - Grades 5-8

4

<b>Critique</b>			
<b>Instructional Objectives</b>	<b>Subject Matter Content</b>	<b>Standard</b>	<b>Activities</b>
Demonstrate understanding of the process of critique based on data not opinion.	Music from as Many Cultures Time Periods, and Genres as possible.	1.4	Match musical examples with time periods.  Match musical examples with composers.
Identify similarities and differences in music from various artists and make decisions based on technique and execution.	Music from as Many Cultures Time Periods, and Genres as possible.	1.1 1.4	Create a biographical poster of a composers life.  Create a timeline of music history
Explain judgements based on opinion.	Music from as Many Cultures Time Periods, and Genres as possible.	1.4	in relation to world history.  Create a dictionary of musical styles and their characteristics.
Evaluate other's judgements based on data and personal opinion.	Professional and Amateur Critique and Review.	1.2 1.4	

General Music Curriculum - Grades

5

