

ROBERTSON COUNTY SCHOOLS
INSTRUMENTAL/GENERAL MUSIC
MASTERY GUIDE
SEVENTH & EIGHTH GRADES

Course Description

Instrumental Music is a course that provides musical performance and study for students in grades 6-8. Through the mediums of band and orchestra, the course is designed to develop proficiency in musical performance, an understanding of the art of music, and an appreciation of the creative and intrinsic values of music which, can result in a life-long avocation.

FIRST TERM

First Nine Weeks

Demonstrate basic knowledge of solfege.
Demonstrate proper breath and embouchure control to produce a characteristic tone.
Compare and contrast a basic concept shared by an art form and another discipline outside the arts such as ratio in comparing math to music.
Students will perform on instruments, alone and with others, a varied repertoire of music.
Sight-read a given etude of appropriate difficulty.

Second Nine Weeks

Create an improvised solo using only one (1) note over a given chord progression.
Compare and contrast the use of music in daily life from a variety of cultures.
Employ proper vocal technique in unison singing.
Write out examples of given scales and/or rudiments.
Improvise a solo using only three (3) pitches over a given blues progression.
Correctly notate proper rhythmic values from a given aural example.
Present examples of how music is utilized by other disciplines.
Prepare a presentation on music in regards to a specific culture or event.

SECOND TERM

Third Nine Weeks

Sing one part of a two-part harmonization.
Distinguish and identify various music expressive devices on a recording.
Employ proper expressive devices within a short excerpt of appropriate difficulty.
Create an improvised solo over a recorded set of chords.
Create an improvised solo utilizing rhythm as the main subject for improvisation.
Orchestrate a two-part keyboard composition.
Create an original composition within specified guidelines.
Illustrate nonstandard notation in written assignments.
Examine and discuss a given melody with appropriate vocabulary.
Present examples of the progress of technology throughout the history of music.

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Compare and contrast musical compositions from various historical periods and relate these compositions to appropriate contemporaneous examples from other arts.

Compare and contrast various music genres and their historical backgrounds and/or cultural influences.

Discern and employ characteristic tone within a group and/or individual performance.

Illustrate, through performance, rhythms and note values and be able to assess and apply the relationship between articulation and musical styling.

Create an improvised solo in an ensemble setting.

Take a given instrumentation and transpose it for another set of instruments.

Create an appropriate harmonization under a given melody.

Distinguish from aural examples the appropriate style and period of music history the example represents.

Fourth Nine Weeks

Create an arrangement or transcription.

Employ proper notational concepts in-group and/or individual performance.

Employ proper nonstandard notational concepts in-group and/or individual performance.

Gather professional critiques from a variety of media on a variety of performances, analyzing their content in evaluating music of worth.

Construct a written critique of a recorded performance.

Identify and present examples of how music has been used throughout history to enhance life and compare and contrast those examples to today's environment.

Compare music genres or styles of various historical periods or cultures.

Perform and assess selected major scales and rudiments and demonstrate aural discrimination through ear training in ensemble and individual settings.

Distinguish that musical expression includes variation in dynamics, tempo, and phrase styling and demonstrate the appropriate employment of these expressive devices.

Employ the appropriate expressive and technical components of music through performance of a varied repertoire of instrumental literature.

Create a simple improvised jazz solo over a given chord progression of appropriate difficulty.

Create an orchestration within specified guidelines.

Examine and assess musical excerpts utilizing appropriate vocabulary.

Construct written and/or oral reports on musical form in regards to common practice periods.

Construct a rubric with which to evaluate music or a musical performance.

Construct a written report assessing music and its relation to other disciplines, and /or prepare a presentation on the practical integration of music and another discipline.

Experiment with the various technologies used in producing.

Construct a timeline linking historical background and cultural influences in musical styles.