

STRATFORD PUBLIC SCHOOLS

Music Department – Experiencing (EXP) Music

Curriculum Scope and Sequence Grades 7-8

Course/Grade	Concept/Units	Application-Students will:
EXP Music 7	Welcome to Middle School	<ul style="list-style-type: none"> • Complete an ice breaker activity to build relationships • Become familiar with classroom environment and expectations • Become familiar with the grading criteria
EXP Music 7/8	Music is a Language	<ul style="list-style-type: none"> • Be able to explain that music is something you can decode using symbols and signs • Listen to, analyze and describe all 3 movements of Beethoven's Piano Sonata #14, using specific music terminology • Describe Guido D'Arezzo's contributions to music and how his contributions are utilized today • Demonstrate understanding of rhythmic values of whole, half, quarter and eighth notes and rests
EXP Music 7/8	Piano, Keyboard and Interval Study	<ul style="list-style-type: none"> • Be able to explain that music is something you can decode using symbols and signs • Listen to, analyze and describe all 3 movements of Beethoven's Piano Sonata #14, using specific music terminology • Describe Guido D'Arezzo's contributions to music and how his contributions are utilized today • Demonstrate understanding of rhythmic values of whole, half, quarter and eighth notes and rests • Demonstrate understanding of staff, lines and spaces • Create a study guide • Demonstrate proficiency in piano performance of pieces/exercises studied in class
EXP Music 7/8	Intro to Guitar	<ul style="list-style-type: none"> • Identify and label strings of guitar • Perform tonic, dominant, major and minor chord patterns • Evaluate peer performances on the guitar • Orally and visually identify chord progressions • Play chords from memory • Perform chords for timed improvisation • Identify challenging and simple chords in terms of manual dexterity • Develop and apply performance assessment criteria
EXP Music 7/8	Marionette and Opera Studies	<ul style="list-style-type: none"> • Explain the history of marionette Opera and Opera-specific music terminology • Respond to and describe overtures of famous operas • Analyze, compare and contrast a scene from a marionette opera to theater or movies that students have already experienced • Create marionette operas • Compare and contrast characteristics, similarities and differences of opera and marionette opera

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EXP Music 7/8	Foster, The Blues, Joplin (1700-1880)	<ul style="list-style-type: none"> • Explain that American popular music was cultivated from European and African music • Compare/Contrast stylistic traits of the blues with ragtime, spirituals, rock and jazz • Explain the influence of Scott Joplin and Stephen Foster on American music • Complete a research project and present it in class about an American musician/composer of their choice who was born before 1880. • Compare and contrast the timeline of American music development with historical events of the same time period • Perform the C blues scale on piano/keyboard • Improvise a 12 bar blues melody • Analyze the form of selected blues songs
EXP Music 7/8	Dixieland Jazz, Chicago, Gershwin and Swing (1880-1949)	<ul style="list-style-type: none"> • Develop skills in listening and analyzing music associated with the period • Compare and contrast musical traits with the previous unit • Compare and contrast the timeline of American music development with historical events of the same time period • Describe the characteristics of jazz music • Explain the influence of George Gershwin on American music • Distinguish between the characteristics of Bebop and Cool Jazz
EXP Music 7/8	Motown	<ul style="list-style-type: none"> • Listen to, analyze and describe music of this genre • Develop and explain historical and cultural perspectives of the music from this time period • Compare and contrast the timeline of American music development with historical events of the same time period • Describe the characteristics of jazz music • Explain the influence of Berry Gordy on American music • Perform selected music on keyboards • Explain the cultural impact of Motown on American music
EXP Music 7/8	American Musical Theater, Folk Music, Country Western	<ul style="list-style-type: none"> • Listen to, analyze and describe music of these genres • Develop and explain historical and cultural perspectives of the music from this time period • Describe the characteristics of these different types of American music • Compare and contrast the timeline of American music development with historical events of the same time period (1920-present) • Identify and describe various types of American Folk Songs • Identify and describe qualities of each type of music

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EXP Music 7/8	American Music 1930-1969	<ul style="list-style-type: none">• Explain the impact that Elvis Presley had on American music• Explain the impact that the Beatles had on music world-wide• Explain “the British Invasion”• Identify and describe the vocal styling of Frank Sinatra, Bing Crosby, Tony Bennett and other crooners• Compare and contrast the timeline of American music development with historical events of the same time period• Explain how vocal and instrumental performance styles changed from 1930 to 1969
EXP Music 7/8	Tone Poems, Holst and Smetana	<ul style="list-style-type: none">• Students will listen to, analyze and describe selected works by composer Gustav Holst and Bedrich Smetana, using specific music vocabulary• Identify the European/Eastern Asian area, on a map, where each composer lived• Create listening maps and fact sheets to accompany each musical selection
EXP Music 7/8	Pop Up Videos	<ul style="list-style-type: none">• Identify words or phrases within the lyrics of their chosen song to serve as historical, scientific, language or pop culture facts• Use the internet to research and collect information about the creation and history to their song• Present a power point to the class that explains their research• Cite the sources for their research, in alignment with ELA classes.