Middle School General Music Syllabus
FIRST NINE WEEKS

Elective Course - 90 Days

Prerequisites: None

I. Course Description

The purpose of all music courses in the Memphis City Schools is to develop comprehensive musicianship with a focus of musical literacy. As music educators, we believe all students are musical by nature, and have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to help students become more enlightened and truly alive through a balanced, comprehensive, and sequential program of study.

The 6th – 12th grade General Music program allows students to transfer prior knowledge and skills and to explore and develop their musicianship through various courses of study. These include but are not limited to studies based in the Spotlight on Music textbook and support materials, MIE (Music in Education) Technology Assisted General Music Program (Keyboards), TMA Keyboard, Guitar, World Drumming, and the series Music, It's Role and Importance in Our Lives.

All 6th-12th General Music classes are elective curricular courses that meet during the school day. Grades 6-8 general music courses are 90-day courses, and High School general music is a 180-day course. For grading purposes, all music students are required to produce and present quality work in one or more of the following formats:

• Public performances
• Visual displays such as poster boards and tri-folds
• Audio and/or video recordings (CD, mp3, DVD)
• Web-based presentations such as blog entries and web site content
II. Course Objectives

NATIONAL AND STATE STANDARDS:
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.

III. Grade Specific Expectations

1. 40% Daily Participation
   A. Materials (pencil, binders, notebook)
   B. Conduct

2. 25% Tests
   A. Playing
   B. Written
   C. Rehearsal and participation in required events (ex. school concerts, community performances)

3. 20% Project
   A. Theory/Composition
   B. History/Culture
   C. Film
   D. Exhibition

4. 15% Homework/Classwork
   A. Written/Online
   B. Group/Independent
IV. Classroom Expectations

• Be on time for class.

• Be prepared for class.

• Do not use cell phones or other unauthorized electronic devices (i.e. cameras, gaming systems) during class.

• Observe classroom rules (given to students during first week and available for download on Music & Media web site).

V. Required Supplies

• Pencil and eraser

• Binder (1-1/2 inch)

• Lined paper (notebook or loose)

VI. Attendance Policy

Students are responsible for making up any missed work. Student study groups will be established at the beginning of the semester to provide additional support.

Students who are not in their seats when the late bell rings - whether they are in or out of the classroom - will be marked TARDY. Students who arrive to class after the late bell has rung will be marked TARDY unless they have a pass from another teacher or administrator. Parents will be contacted if their child is excessively tardy (more than 3 times per nine weeks).

VII. At A Glance

• Demonstrate ability to sing simple songs alone and in an ensemble

• Sight-sing simple melodies and rhythms

• Sight-sing a song on a classroom instrument

• Identify the parts of classroom instruments and demonstrate procedures for handling them

• Apply expressiveness in music performed including dynamics, tempo, articulations, etc.

• Locate their own part and other parts in a 4-part vocal score

• Demonstrate appropriate vocal technique when performing 3 and 4-part literature

• Successfully perform in a concert setting

• Move to music in a variety of styles and meters

• Visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts

• Identify musical components of both and instrumental and vocal score
• Aurally and visually analyze a listening example with regard to phrase, meter, and a variety of forms

• Group notes and rests into measures in a variety of time signatures

• Improvise extended passages on classroom instruments

• Compose a song with I-IV-V-I harmony

• Compare and contrast a variety of listening examples with regard to instrumentation, style, and cultural context

• Demonstrate proper audience behavior

• Recognize musical value in a variety of genres and justify personal preferences

• Describe how to apply technology to process music

• Locate opportunities for additional musical experiences in the school and community, and make intelligent choices about how they would like to include music in their lives in the immediate and distant future

• Discuss the requirements for a career in music and complete appropriate research regarding a career in music

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**General Music . Grade 8**

**First Nine Weeks Syllabus “At A Glance”**

**Week 1**

- Classroom expectations: Rules and procedures, required materials
- Pre-Assessment: Rhythm, note reading, singing and instrumental performance skills, vocabulary, score analysis
- Rhythm: identify, read, perform simple patterns in unison, spoken and on instruments
- Sing simple songs, unison and round, from score
- Vocabulary
- Listening and Analysis: selected examples from various styles and historical periods

**Week 6**

- Develop rhythm reading and performance
- Sight-sing melodies in key of C major on treble clef, stepwise, in unison, on solfege syllables
- Vocabulary
- Compare and contrast selected listening examples from various styles and historical periods
- Compose and perform simple 2-part polyrhythmic piece, 4- or 8-measures (using technology)
- Assessment: Rhythm reading and performance, vocabulary, listening analysis and related historical and cultural content, technology (applications, terminology, processes)
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<th>Week 2</th>
<th>Week 7</th>
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| - Rhythm: identify, read, perform simple patterns, unison and polyrhythmic, spoken and on instruments  
- Move: develop and apply movements and gestures to simple rhythm patterns and simple songs  
- Sing simple songs, unison and 2-part, from score with expression  
- Score analysis: Label and identify components  
- Vocabulary  
- Compose and perform simple rhythmic pieces, 4- or 8-measures, unison and round  
- Listening and Analysis: selected examples from various styles and historical periods | - Develop rhythm reading and performance  
- Sight-sing melodies in key of C major on treble clef, stepwise, in unison and 2-part, on solfege syllables, in various time signatures  
- Discuss proper audience behavior for various types of concerts and performances  
- Discuss and locate additional musical experiences in school and throughout community  
- Discuss and develop plans for ensemble performance/exhibition of student work  
- Vocabulary  
- Listening and Analysis: selected examples from various styles and historical periods |

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| - Rhythm: identify, read, perform simple patterns, 2 or more part polyrhythmic  
- Move: develop and apply movements and gestures to simple rhythm patterns and simple songs  
- Score analysis: Label and identify components  
- Compose and perform simple rhythmic pieces, 4- or 8-measures, single part  
- Listening and Analysis: selected examples from various styles and historical periods  
- Assessment: Rhythm reading and performance, vocabulary, score analysis, listening analysis | - Develop rhythm reading and performance  
- Discuss and develop plans for ensemble performance/exhibition  
- Compose and perform simple 2-part polyrhythmic piece, 4- or 8-measures (using technology)  
- Vocabulary  
- Listening and Analysis: selected examples from various styles and historical periods |

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<th>Week 9</th>
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| - Develop rhythm reading and performance  
- Identify notes on the staff of treble and bass clefs  
- Sight-sing melodies in key of C major on treble clef, stepwise, in unison, on solfege syllables  
- Improvisation: Perform simple 4- or 8-beat improvised rhythmic/melodic patterns in call and response setting (teacher - student) and ensemble setting  
- Vocabulary  
- Establish criteria for evaluating music, recorded and performed live  
- Listening and Analysis: selected examples from various styles and historical periods | - Cumulative Assessment: First Nine Weeks  
- Public Ensemble Performance and/or Exhibit of Student Work: Date and Location TBD  
- *Note:* “Exhibit” can be in school, community, or online |
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<td>• Technology: Introduce, discuss, and utilize various applications for</td>
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<td>recording, composing, arranging, and listening to music</td>
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<td>• Rhythm: identify, read, perform polyrhythmic patterns, spoken and</td>
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<td>on instruments</td>
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<td>• Sight-sing songs from score in unison, round, and 2-part</td>
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<td>• Vocabulary</td>
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<td>• Compose and perform simple 2-part polyrhythmic piece, 4- or 8-measures</td>
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<td>• Improvisation: Perform simple 4- or 8-beat improvised rhythmic/melodic</td>
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<td>patterns in an ensemble setting</td>
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<td>• Listening and Analysis: selected examples from various styles and</td>
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<td>historical periods</td>
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**VIII. Assessment**

Many types of assessment will be used to gauge the success of instruction and the progress of students. Data from the assessments will guide, support, enhance, and reinforce future instruction. All assessments are product driven. They are designed to showcase through performance how learners can apply their musical knowledge and skills. Assessment is embedded in the daily instruction of performance-based courses and allows teachers to evaluate students' progress with as little disruption on instructional time as possible. Assessments hold students accountable for learning performance-based skills as outlined by Tennessee State Music Standards and may take place after normal schools hours, including Saturdays, as outlined in the course syllabus.

Daily participation grades and concert attendance/performances are embedded in the grading requirements for all Memphis City Schools performing arts courses. Aptitude tests such as the Music Aptitude Profile (Gordon) are valid sources of data and are encouraged for pre-assessment. However, standardized music aptitude tests are not to be used for grading purposes.

**IX. Funding**

General music students may have field trip opportunities to visit museums such as the Center for Southern Folklore and concerts by the Memphis Symphony Orchestra at the Canon Center for the Performing Arts. In the event a field trip becomes possible, a minimal amount may be requested from students to pay for admission and transportation costs. Details will be sent home with students, posted on our blog and podcast, and announced on the RMS Music and Media Network (web site) as they become available. Fundraising opportunities will be made available if necessary. No other payments are required from general music students.

**X. Academic Honesty Statement**

Cheating is not tolerated at Ridgeway Middle School. Students who choose to cheat may expect a
variety of consequences and/or demerits. Consequence may include failure or loss of grade points, loss of class office or loss of ability to participate in extracurricular activities. Consequences will be at the discretion of the teacher. In these instances, a parent conference is required.

**Plagiarism** is a serious offense. Failure to properly give credit for words (music, graphics, or other creative material) written by someone else is plagiarism. Using documents or parts of documents (files, etc.) found on the internet or elsewhere without giving credit is plagiarism.

**Attempting to pass off another person’s work as your own is dishonest.** In some instances, you are allowed to work with other students; however, you are not allowed to copy another person’s work verbatim. Examples of academic dishonesty include:

Using an electronic device to retrieve resources not permitted in a learning situation (cell phones, ipods, etc.)

Using an electronic device to text message or to take a picture of a test or other assignments to send to other students.

Copying from a neighbor during a test or class work.

Copying homework done by a classmate.

Collaborating on schoolwork and/or sharing or checking answers with a peer (unless given specific permission to do so). Exceptions will be clearly stated in the classroom.

Students are always welcomed and encouraged to discuss any grade discrepancies with the teacher. Students should approach the teacher in a polite and respectful manner. Approaching a teacher in an appropriate manner allows both teacher and student to have a positive experience. Your questions and concerns are encouraged. It goes without saying, we are happy to make appointments or conferences with students or parents during our planning period.