

# Tucker Middle School

## 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Grade Music Appreciation Syllabus

### 2017-2018

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## Objectives

1. This course is for students who have an appreciation for music but don't want to participate in a performance-based course.
2. This course is designed to teach the students to listen and develop an enjoyment of various types of music.
3. The students will be introduced to the fundamentals of music theory.
4. The students will develop an understanding of the most significant composers and renowned musicians.

## Materials

Recorder (bring \$5 or purchase a Baroque recorder)  
Music (will be provided)  
Textbook  
1 inch 3-ring binder/folder  
Paper  
Notebook  
Pencils

## Outline of Course

9 Week Course	
Chapter 1	Music in Our Culture
Chapter 2	Music in Other Cultures
Chapter 6	From the Audience's Perspective
Chapter 7	Virtuoso Performers
Chapter 24	Jazz
Chapter 26	Styles Influencing Styles
Chapter 27	A Unique Record of Humankind

## Weekly Lesson Plans (9 week course)

- Week 1:**
1. Introduction.
  2. Go over the syllabus.
  3. Complete Music Questionnaire Survey.
  4. Begin Music Theory- Treble Clef and Bass Clef Note Identification.
- Week 2:**
1. EQ: Antonio Vivaldi (1678-1741)
  2. Review Treble and Bass Clef Note Identification.
  3. Continue Music Theory- Note and Rest Values.

4. Begin Chapter 1: *Music in Our Culture*.

**Week 3:**

1. EQ: George Frideric Handel (1685-1759)
2. Review Regular Note and Rest Values.
3. Continue Music Theory- Dotted Note and Dotted Rest Values.
4. Chapter 1 Quiz/Test.
5. Begin Chapter 2: *Music in Other Cultures*.
6. Music Theory Test 1.

**Week 4:**

1. EQ: Johann Sebastian Bach (1685-1750)
2. Review Dotted Note and Dotted Rest Values.
3. Continue Music Theory- Time Signature of 4/4, 3/4, 2/4, 6/8, 9/8, 12/8.
4. Chapter 2 Quiz/Test.
5. Begin Chapter 6: *From the Audience's Perspective*.

**Week 5:**

1. EQ: Franz Joseph Haydn (1732-1809)
2. Review various Time Signatures.
3. Continue Music Theory- Learn the format of Piano Keyboard. Introduce Flat/ Sharp/ Natural Signs.
4. Chapter 6 Quiz/Test.
5. Begin Chapter 7: *Virtuoso Performers*.

**Week 6:**

1. EQ: Wolfgang Amadeus Mozart (1756-1791)
2. Review the format of piano keyboard, accidentals, and enharmonic. Incorporate xylophones.
3. Continue Music Theory- Learn various tempo and dynamic markings.
4. Listening Analysis 1.
5. Chapter 7 Quiz/Test.
6. Begin Chapter 24: *Jazz*.

**Week 7:**

1. EQ: Ludwig van Beethoven (1770-1827)
2. Review various tempo/dynamic markings.
3. Continue Music Theory- Learn various articulation markings (staccato, tenuto, accent, etc...)
4. Chapter 24 Quiz/Test.
5. Tempo/ dynamic Test.
6. Continue to incorporate recorders.

**Week 8:**

1. EQ: John Philip Sousa (1854-1932)
2. Review articulation markings and other music symbols.
3. Review for Final Exam.
4. Continue to incorporate recorders.

**Week 9:**

1. EQ: Scott Joplin (1868-1917)
2. Review for Final Exam.
3. Complete Final Exam.
4. Closure.

## Description of Standards

National Standards for Grades 5-8

1. Content Standard: Singing, alone and with others, a varied repertoire of music.

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

## Textbook

If the textbook is lost, stolen, or damaged (missing the barcode), it is the student's responsibility to pay for the book before a replacement book is issued. In the event that the lost book is found, please retain all receipts.

### ***Music! Its Role and Importance in Our Lives***

By Charles Fowler

Contributing Writers, Timothy Gerber and Vincent Lawrence

Publisher, Glencoe McGraw-Hill

## Grading Scale

100-90	A
80-89	B
71-79	C
70	D
69 and below	F

## Weighted Averages

Skills Assessment, Quiz, Projects	25%
Classwork, Performance, Homework	45%
Formal Post-Assessment Test, Culminating Exam	30%

## Use of Videos/DVDs, Movies, and other Audiovisual Materials

### **DVD #1:** Wynton Marsalis on Music- "*Why Toes Tap*"

"*Why Toes Tap*" explains why rhythm is the most fundamental element of music and helps us to hear the variety of rhythmic play in Tchaikovsky's Nutcracker Suite and Duke Ellington's jazz arrangement of it.

### **DVD #2:** Wynton Marsalis on Music- "*Tackling the Monster*"

"*Tackling the Monster*" offers Wynton's ways to practice- guidelines for learning music that can be applied by young people and others to endeavors in every walk of life.

### **DVD #3:** Wynton Marsalis on Music- "*Listening for Clues*"

"*Listening for Clues*" demystifies the concept of musical form, showing students how to follow sonata form, theme and variations, thirty-two bar song form, and blues form, and how to hear connections between them through the music of Prokofiev, Gershwin, Ives, and Ellington.

## **Student Progress**

Semester progress reports are issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students should be evaluated frequently and plans should be generated to remediate deficiencies as they are discovered. Plans should include appropriate interventions designed to meet the needs of the students.

## **Academic Integrity**

Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. **See the Code of Student Conduct- Student Rights and Responsibilities and Character Development Handbook.**

## **Homework**

Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students.

## **Make-Up Work Due To Absences**

When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student will be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted.

## **Expectations/Consequences/Discipline**

**Students must adhere to the DCSS Student Code of Conduct, as well as specific class rules.**

- 1. Students will respect ALL classmates, faculty, and staff.**
- 2. Students will come prepared and ready to learn.**
- 3. Students will remain seated unless given permission.**
- 4. Students will raise hand and wait to be acknowledged before speaking.**
- 5. Students will not eat or drink or chew gum in class.**

## **Consequences/Discipline**

**1<sup>st</sup> Offense- Verbal warning**

**2<sup>nd</sup> Offense-Silent lunch/Parent Contact**

**3<sup>rd</sup> Offense-Detention**

**4<sup>th</sup> Offense-Counseling Referral/Parent Contact**

**5<sup>th</sup> Offense-Administrative Referral**

*\* The teacher reserves the right to adjust the course work and/or differentiate instruction as needed to meet the needs of students and ensure academic success. \**

# **Acknowledgment of TMS 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Grade Music Appreciation Syllabus 2016-2017**



I have read the Music Appreciation syllabus and understand its concepts and expectations as they apply to me.

\_\_\_\_\_ Tucker MS Music Appreciation Student's Name (PRINT)

\_\_\_\_\_ Date

\_\_\_\_\_ Tucker MS Music Appreciation Student's Signature

\_\_\_\_\_ Date

I have read the Music Appreciation syllabus and understand how it applies to my child.

\_\_\_\_\_ TMS Music Appreciation Parent/Guardian's Name (PRINT)

\_\_\_\_\_ Date

\_\_\_\_\_ TMS Music Appreciation Parent/Guardian's Signature

\_\_\_\_\_ Date



**\*\*\* Please return by October 30, 2017 to receive a homework grade \*\*\***