

6th-8th Grade Music

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Objectives

The purpose of this course is to expand students' musical skills and knowledge and to prepare them for the musical aspects of the Catholic mass. The curriculum is planned according to the MYP IB standards, with a larger goal to help them create deeper connections between school and the complex world around them.

Goals in music reflect the following **3 National Core Music Standards** - to **Create**, to **Perform**, and to **Respond** to Music:

- ✓ Students need to have experiences in **creating** to be successful musicians and to be successful 21st century citizens. It is necessary for young people to develop the skills to plan, execute, evaluate, as well as present their work understandably and effectively. Through the process of creating music, students learn the fundamentals for creating and producing whatever they may imagine.
- ✓ Students need to **perform** – as singers, as instrumentalists, and in their lives and future careers. Performance not only includes the final showcase, but it requires skills in analysis and interpretation. Students experience the journey from practice to performance, developing skills and characteristics like strategic planning and dedication to a goal.
- ✓ Students need to **respond** to music, as well as to their culture, their community, and their colleagues. Critical thinking, analyzing, and effective judgment are all skills a student can gain through productive responsiveness. How to process and respond to one's thoughts and feelings is also essential to becoming a well-rounded person.

Our **Catholic faith** is a fundamental part of every music class.

- ✓ Class always begins with prayer, through the singing of the Our Father or praying of the Musician's Prayer.
- ✓ Students will rehearse mass responses, church hymns, and praise and worship songs to prepare for participation in weekly Catholic masses.
- ✓ As Christians, we are meant to love God and love our neighbors. This basic tenant informs and helps guide every student and teacher interaction and discipline policy.

Curriculum

6th Grade

This is an MYP IB arts course. Content will be divided into two IB units, each of which end in a final assessment:

1. Elements of Music (Q1/Q2): Students will learn about the elements of music. They will study music terminology, refine their listening and written and verbal response skills, and create digital music that incorporates each musical element. For the final assessment, students will compose their own original music using digital software and will effectively explain how they utilized the elements of music in their final song.
2. Piano (Q3/Q4): Students will learn basic piano playing and performance skills. Students will learn how to play music by ear, read standard musical notation, and play using lead sheet chords. Students will also develop skills to cope with performance anxiety. For the final assessment, students will choose a piece of music to perform for a final performance class.

No textbook is required for this course.

7th Grade

This is an MYP IB arts course. Content will be divided into two IB units, each of which end in a final assessment:

1. Composers (Q1/Q2): Students will study numerous composers, from early classical music through 21st century music. They will explore music composition through the SoundTrap for Education digital music-making website. The final assessment will involve utilizing their compositional tools to create their own original era of music and a song to represent their chosen style.
2. Guitar (Q3/Q4): Students will learn basic guitar skills and learn and perform a variety of songs. This is an interdisciplinary unit with Social Studies, and the final assessment will incorporate knowledge from both music and social studies units. For this final evaluation, students will compose and perform their own original guitar piece inspired by the national park system.

No textbook is required for this course.

8th Grade

This is an MYP IB arts course. Content will be divided into two IB units, each of which end in a final assessment:

1. Genres of Music (Q1/Q2): Students will study numerous genres of music, including jazz, country, rock, etc. They will explore music composition in each style through the SoundTrap for Education digital music-making website. The final assessment will involve utilizing their compositional tools to create their own original genre of music and a song to represent their chosen style.
2. Piano (Q3/Q4): Students will learn basic piano playing and performance skills. Students will learn how to play music by ear, read standard musical notation, and play using lead sheet chords. Students will also develop skills to cope with performance anxiety. For the final assessment, students will choose a piece of music to perform for a final performance class.

No textbook is required for this course.

This curriculum may change slightly based on the needs of the students.

Behavior Management Plan

Students are expected to maintain appropriate behavior in the classroom, and music class expectations are clearly communicated and reinforced throughout the year. Inappropriate behavior may result in lower effort/participation grades due to the student not focusing on their work. If behavior interferes with the learning environment for other students, parent contact will be made. Students may earn a 3 or 4 in conduct for repeated inappropriate behavior after parent contact has been made, and students may additionally earn SBNs or detentions for serious offenses.

Grading Scale

Students will be graded on their classwork, citizenship, and homework each week. IB projects occur at the end of quarters 2 and 4. Students are responsible for making up any classwork that they miss by the next week's class.

Every week:

CITIZENSHIP GRADE (OUT OF 10PTS): Students will earn a grade, up to 10 points, every time they come to music based on their effort and participation.

HOMEWORK GRADE (OUT OF 10PTS): Students will earn a grade up to 10 points every week for completing their written homework reflection. Homework is assignment at the beginning of every week and due at the end of the week (Friday, 12pm).

CLASSWORK GRADE (OUT OF 10PTS): Students will earn a grade up to 10 points for in-class assignments (Q1/2) or for instrument playing (Q3/4). If absent, students should make up this work by the next music class.

At the end of Quarter 2 and 4:

IB PROJECTS (OUT OF 100PTS): Students will earn up to 100 points for their final IB assessment. They will be given time in class to work on these projects, but should also work on them at home if needed.

Late Policy for any work in music class:

1 Week Late: Highest Possible Grade 8.5/10

2 Week Late: Highest Possible Grade 7.5/10

3 Week Late: Highest Possible Grade 6.5/10*

After 3 weeks, student work will not be accepted. The student will receive a 0% F

Powerschool grades will follow the following grading scale:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: Below 60%

Students will also receive an IB report card at the end of Q2 and Q4. Students will be given IB grading rubrics at the start of each music unit. All final unit assessments will count towards both the IB grade and a traditional grade in powerschool.

Supplies

Students must bring their chromebooks, pencils/pens, paper, and planner to every class. Students may choose to bring their own headphones, otherwise a shared class set is available for them to use. Additional supplies will be provided in music class.

Communication

Google Classroom

Google Classroom is a collaboration tool for teachers and students. Teachers create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress. This is an organizational tool for the students to see all assignments and to-do lists in one place. Parents are able to receive communication as well to see what the students are working on.

E-mail

The most effective method of communication between teacher and parents is e-mail. Parents should expect to receive a reply from the teacher within 24 hours. Students may confer directly with the teacher to resolve any questions or concerns. Students may use their school-issued email account to communicate, if there is not an opportunity in class.

PowerSchool

Parents and students are responsible for checking PowerSchool on a regular basis to monitor progress. Please bring concerns to the teacher's attention as soon as they appear. Parents and teachers will work together to promote student progress. Questions regarding access to PowerSchool should be directed to the front office.