

J.E. Cosgriff School

Mr. Zach Downes

### Eighth Grade Music Curriculum

My curriculum will sequence music skill and objectives that support the National Standards for Arts Education, which in turn influenced the Utah State Music Core, as well as that of our Diocese.

Objectives are organized into five conceptual areas: rhythm, melody, harmony, form, and timbre.

Students approach objectives through a variety of experiences: moving, speaking, singing, listening, playing, reading, and notating.

Lessons unfold through different states of learning: imitation, exploration, improvisation, and visualization.

Objectives are presented through different stages of teaching: introduction, reinforcement, and assessment.

Your students will be playing mallet instruments, including glockenspiels, metallophones, and xylophones. The unpitched instruments include woods (wood blocks, claves, maracas, cabasa, guiros, temple blocks, vibraslap, ratchet, castanets, piccolo blocks, rain sticks and log drums), metals (tambourines, triangles, finger cymbals, cowbells, jingle bells, sleigh bells, agogo bells, flex-a-tone, suspended cymbal, wind chimes, and gong), and skins (hand drums, conga drums/tubanos, bongo drums, djembe, snare drum and bass drum).

We begin the year using our text THE MUSIC CONNECTION, a series comprised of an extensive library of songs and listening selections, state of the art recordings, and the resources necessary for its implementation. In Unit 1, we review the foundations of music theory and performance. We study rhythm, harmony, form, and tone color. Unit 2: Discover Your Voice, distinguishes different voices by their unique qualities, types of voices and their ranges. Unit 3: Setting a Text, demonstrates an understanding of how a composer sets a text to music. Unit 4: An American Patchwork, gathers materials relevant to American songs in various styles and types: patriotic, regional and historical. Unit 5: Styles, compares and contrasts periods of music beginning with the Renaissance, and continuing with the Baroque, Classical, Romantic, Impressionist, Twentieth Century and finally the 21st Century with electronically produced music, et al. When time and circumstances permit, lessons incorporating the musical instruments listed above, movement activities, and ear training/sight singing.