

Course Description

Subject: Music Appreciation

Grade: 7

Overview:

Seventh grade Music Appreciation is a mini course that meets three times per week for one quarter. Instruction includes group performing, individual work and an individual “home” project. Emphasis is also placed on how music is integrated in the Bible and a Christian’s guide for music listening. Music Appreciation is designed to help the student understand, experience and appreciate music.

Primary Biblical Integration:

Psalms 98:1 – O sing to the Lord a new song, for he has done marvelous things!

Ephesians 5: 19 – Addressing one another in psalms, hymns and spiritual songs, singing and making melody to the Lord with all your heart.

Colossians 3: 16 – Let the word of Christ dwell in you richly, teach and admonish one another in all wisdom, and sing psalms and hymns and spiritual songs with thankfulness in your hearts to God.

Unit Description:

- 1) Music and Biblical Integration: Identifying how the Bible relates to music.
- 2) Understanding Music: Rhythm and Melody are the main components of music.
- 3) Vocal and Instrumental Music: Classifications of voices and instruments in the symphony orchestra.
- 4) Producing Music: Current use of music in the entertainment industry.
- 5) Famous Composer Report: The lives and music of famous composers.

Student Materials:

Teacher handouts

Teacher Materials:

Young People’s Book of Music, Kingfisher Pub., 1996

Understanding Music, Usborne Pub., 1992

Making Music Your Own, Silver Burdett Co., 1968

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COURSE OUTLINE

Teacher's Name: Karen Henslin		Subject: Music Appreciation		# of Quarters: 1	
Text (if any): none			Other Materials: Handouts		
Recurring Themes, Principles, Skills or Concepts:	1) Biblical integration in music	2) Reading and notating music	3) Listening and understanding music	4) Understanding and recognizing voices and instruments	5)
	Theme	Biblical Application	Key Concepts		
1) Rules and Procedures - 9/8	Rules and classroom procedure		Rules		
2) Music and Biblical Integration - 9/10	Music and the Bible are entwined	Job 38:4-7, Romans 14:19,21, I Cor. 10:31	Understand how the bible relates to music. Student's response to music		
3) Understanding Music - 9/15	Reading music	Col. 1:16,17, I Chronicles 25:1-7, Deut. 31:19-22,30	Read and notate music - Conducting - Composing and Performing		
4) Vocal and Instrumental Music - 10/3	How instruments produce their sound	Zeph. 3:17, Ephesians 5:18-19, Ezra 3:10-11, II Chronicles 29:25-30	Vocal music - singing, Recognize instruments by sight and sound.		
5) Producing Music - 11/3	How modern music is produced	Col. 1:16,17	Electronic music, Film and Background music, Rock music		
6) Famous Composer Report - 10/29	Learn about a specific composer	Job 35:10, Deut. 31:19-22	Write a report about the composer's life and music		
7)					
8)					
9)					
10)					

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UNIT PLANNER

Teacher's Name:	Karen Henslin	Subject:	Music Appreciation	Period(s):	8
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Unit #:	1	Dates - Starting:	8-Sep	Ending:	10-Sep	Total Instructional Days:	1.5
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Unit Title: Rules and Procedures

Theme: Rules in the Classroom

Biblical Application: Ten Commandments

Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs
1) Knowing classroom rules		Students will obey rules	Discussion	#3 Proficient Learners
2)				
3)				
4)				
5)				

Key Activities and Methods

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

UNIT PLANNER

Teacher's Name: Karen Henslin		Subject: Music Appreciation		Period(s): 8		
Unit #: 2	Dates - Starting: 10-Sep	Ending: 15-Sep	Total Instructional Days: 2.5			
Unit Title: Music and Biblical Integration						
Theme: Music in the Bible						
Biblical Application: Job 38:4-7, Romans 14:19,21, I Cor. 10:31, Genesis 4:21						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) Identifying how the Bible relates to music		3.0 Historical and Cultural Context - 3.1 Compare functions of music		Worksheet	Pondering the Psalms worksheet	#1 Biblical world view
2) A Christian's response and guidelines to music listening.		3.0 Historical and cultural context - 3.3 Describe distinguishing characteristics of musical styles		Fill out worksheet on a Christian's Guide to Music Listening	Discussion	#1, #5 Problem Solvers
3) Understanding how music developed		3.0 Historical and cultural context - 3.2 Describe the development of music		Reading Origin and Development of Music	Discussion	#1
4)						
5)						
Key Activities and Methods						

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

UNIT PLANNER

Teacher's Name: Karen Henslin		Subject: Music Appreciation		Period(s): 8	
Unit #: 3	Dates - Starting: 15-Sep	Ending: 8-Oct	Total Instructional Days: 10		
Unit Title: Understanding Music					
Theme: Rhythm and Melody					
Biblical Application: Col. 1:16-17, Deut. 31:10-22, 30, II Chronicles 5:12-13, Col 3:16, Eph. 5:18-19					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Identifying note and rest names and values	1.0 Artistic Perception - 1.2 Read, write and perform	Worksheet	Bar lines worksheet	#3 Proficient Learners	
2) Composing and performing. Learn conducting patterns in 2, 3 & 4. Understand the role of the conductor.	2.0 Creative Expression - 2.4 Compose short piece in duple meter	Practice conducting as a class. Read handout - Composing and Performing	Observe students as they conduct in class	#3 & #5 Problem Solvers	
3) Be able to conduct own rhythm score.	4.0 Aesthetic valuing - 4.1 Use criteria to evaluate the quality of performance	Student composed rhythm score	Observe correct conducting patterns	#2 Effective Communicators & #6 Well-rounded	
4) Identify names of lines and spaces	1.0 Artistic perception - 1.1 Read, write intervals, chordal patterns	Worksheet	Letter names of lines and spaces worksheet	#3 & #5	
5) Learn melodic contour, step, skip, same and intervals	1.0 Artistic perception - 1.1 Read, write intervals, chordal patterns	Worksheet	Melody worksheet - Test	#3 & #5	
Key Activities and Methods - Rhythm score - perform as class, then divide into small groups and have each student conduct their own rhythm score and perform in front of the class.					

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UNIT PLANNER

Teacher's Name: Karen Henslin		Subject: Music Appreciation		Period(s): 8		
Unit #: 4	Dates - Starting: 10-Oct	Ending: 3-Nov	Total Instructional Days: 12			
Unit Title: Vocal and Instrumental Music						
Theme: Voice and Symphony Orchestra						
Biblical Application: Zeph. 3:17, Eph. 5:18-19, Ezra 3:10-11, I Chron. 23:5, Psalms 33:2-3, 81:1-3, Job 21:12, I Kings 1:39-40						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) Understanding how the voice works. Demonstrating correct posture and singing		2.0 Creative expression - 2.1 Sing vocal literature - 2.2 Sing music in 2 or 3 parts		Read "All About Voices", breathing exercises, vocal warm ups, choral music	Vocal Skills worksheet - listen as students sing	#3 & #6
2) Learn about the orchestra and four families of instruments. Follow orchestral score while listening to music.		1.0 Artistic perception - 1.6 Describe larger musical forms		Read "The Symphony Orchestra", follow score for Britten's "Young Persons Guide to the Orchestra"	Help students follow score	#3
3) Learn about the string family		2.0 Creative expression - 2.3 Perform on an instrument - 3.0 Historical context - 3.5 Identify instruments from a variety of cultures visually and aurally.		Read the String Family - see actual instruments or posters of them. Listen to CD of instruments.	String Review sheet, label picture page of instruments	#3 & #5
4) Learn about the woodwind family		2.0 Creative expression - 2.3 Perform on an instrument - 3.0 Historical context - 3.5 Identify instruments from a variety of cultures visually and aurally.		Read the Woodwind Family - See instruments and listen to CD	Woodwind Review sheet, label picture page of instruments	#3 & #5
5) Learn about the brass and percussion families		2.0 Creative expression - 2.3 Perform on an instrument - 3.0 Historical context - 3.5 Identify instruments from a variety of cultures visually and aurally.		Read the Brass and Percussion Family - See instruments and listen to CD	Brass and Percussion Review sheets. Label picture page	#3 & #5
Key Activities and Methods: 1. Singing 2. Follow orchestral score while listening to music. 3. Look at actual instruments - demonstrate 4. Test on Voices and Instruments						

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UNIT PLANNER

Teacher's Name: Karen Henslin		Subject: Music Appreciation		Period(s): 8	
Unit #: 5	Dates - Starting: 5-Nov	Ending: 5-Nov	Total Instructional Days: 1		
Unit Title: Producing Music					
Theme: Current use of music in the entertainment industry					
Biblical Application: Rom. 14:19, 21, I Cor. 10:31, Col. 1:16,17, Psalm 144:9, 92:1-3, I Samuel 16:15-23					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Learn about electronic instruments, how sound is reproduced, film and background music and the rock business.	5.0 Connections, relationships, applications - 5.2 How music functions in the media and entertainment - 5.3 Various careers for musicians in entertainment industry.	Read handouts on: Electronic Instruments, Sound Reproduction, Film and Background music, Rock music	Discussion	#3 & #6	
2)					
3)					
4)					
5)					
Key Activities and Methods					

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UNIT PLANNER

Teacher's Name:	Karen Henslin	Subject:	Music Appreciation	Period(s):	8
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Unit #:	6	Dates - Starting:	22-Sep	Ending:	24-Oct	Total Instructional Days:	
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Unit Title: Famous Composer Report

Theme:

Biblical Application: Job 35:10, Deut. 31:19-22

Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs
Research and write a report on a famous composer	3.0 Historical and cultural context - 3.3 Identify and describe characteristics of music and composer	Books or computers	Written report	#5
2)				
3)				
4)				
5)				

Key Activities and Methods

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

Mission Statement

"Our mission is to educate students to know Christ personally, excel academically, think biblically, and positively impact their community for Christ."

Expected Schoolwide Learning Results (ESLRs)

1. Biblical World View

Graduates of HCJH are expected to be individuals who . . .

- a) know how to study the Bible.
- b) recognize that all people are created in the image of the one true God.
- c) acknowledge the Bible as the infallible Word of God.
- d) use God's Word to discern truth.

2. Effective Communicators

Graduates of HCJH are expected to be effective communicators who . . .

- a) listen objectively and critically.
- b) understand and follow directions.
- c) write and speak clearly and accurately.
- d) express and support opinions using objective evidence.
- e) utilize various modalities effectively.
- f) can demonstrate a personal relationship with Jesus Christ verbally and in writing.

3. Proficient Learners

Graduates of HCJH are expected to be proficient learners who . . .

- a) demonstrate grade appropriate skills in reading, writing, and mathematics.
- b) have effective work habits and study skills.
- c) are self-directed and able to produce cooperatively and independently.
- d) can utilize technology.
- e) have a firm grasp of scripture and are able to apply it to life situations.

4. Personal Responsibility

Graduates of HCJH are expected to be responsible individuals who . . .

- a) show patriotism through respect for flag, country, leaders and laws.
- b) demonstrate self-control based on biblical standards.
- c) exhibit respect for others.
- d) accept the consequences and benefits of their actions.
- e) are aware of career opportunities.
- f) practice goal setting with a biblical perspective.
- g) are involved in serving the community.
- h) have a personal relationship with Jesus Christ.
- i) have the tools to share their faith.
- j) demonstrate an urgency to share their faith.

5. Problem Solvers

Graduates of HCJH are expected to be perceptive thinkers and problem solvers who . . .

- a) evaluate current topics using a biblical perspective.
- b) use available technology to obtain, access and integrate relevant information.
- c) think analytically and creatively.
- d) are well-informed and open-minded.
- e) apply academic learning to life.

6. Well-Rounded

Graduates of HCJH are expected to be well-rounded individuals who . . .

- a) have been exposed to a variety of elective opportunities and experiences.
- b) are challenged beyond academics through a variety of extracurricular activities.
- c) lead lives that are balanced intellectually, spiritually, physically and emotionally.
- d) develop an appreciation for teamwork during school activities.
- e) understand God's involvement in every area of their lives.