

A BLEND OF TWO WORLDS: A History Of American Music

Music Curriculum Grades 7 And 8

I. AFRICAN ROOTS

Objectives

Recognize that American music came from a blending of European and African music and was affected by religious and other beliefs.

Recognize the importance of the African American society in achieving this blend and in developing and creating new forms of music.

Recognize and discuss the major rhythmic qualities of African music, and the influence of field hollers, work songs, and spirituals on the development of jazz.

Features of African Music

Recognize that African Music included use of percussion instruments and percussive sounds, repetitive and complicated rhythm patterns, polyrhythms, and call-response form in vocal music. Listen to African rhythm complexes, field hollers, work songs and African American spirituals.

Brief history of the African and African American

Discuss a brief history of slavery and its effect on the African/African-American which included homelessness and an inability to communicate with one another. Recognize that slaves were forced to give up their traditions, languages, religions, etc. and had an unstable family life.

Listening, creativity and performance

Students will hear **African rhythm complexes**. They will create and perform their own rhythm ensembles. They will hear examples of **field hollers**, and create and perform their own. They will hear **work songs** created by slaves or the children of slaves. They will create and perform a work song of their own.

Spirituals

Students will be able to explain the historical significance of **African American spirituals**. They will recognize the important and function of **spirituals** in the lives of the slaves. They will be able to explain the influence of spirituals on the development of American music. Students will listen to a number of spirituals.

Singing and Music Literature

Students will sing a number a number of spirituals, working on music reading, part singing, and musical performance. Boys will learn to use their changing or changed voices. Here is some of the literature that will be used:

On My Journey, 78 (2-3 pt)

Woke Up This Morning, 257

He's Got the Whole World, 283 (2-3 pt)

Yonder Come Day, 257 (2-3 pt)

Keep You Eyes on the Prize, 261 (2 pt.)

Students will prepare for the Christmas program in November and December.

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I I. THE JAZZ CONNECTION

Objectives

Recognize that American music came from a blending of European and African music and was affected by religious and other beliefs.

Recognize the importance of the African American society in achieving this blend and in developing and creating new forms of music.

Recognize and discuss the major rhythmic qualities of African music, and the influence of field hollers, work songs, and spirituals on the development of jazz.

Inspired by Africa

Recognize the African influence on improvisation, riffs (ostinatos) and rhythms.

Recognize the blending of cultural traditions: African rhythms and European harmonies.

New Musical Forms Emerge

The student will recognize and understand the following styles of music: Dixieland, calypso, the Blues, the Classic Blues Form, Ragtime.

The student will study and report on one person affiliated with each of these musical styles.

A New Vocabulary Is Born

The student will understand and be able to use the words found in the **Glossary** and in the **Definition of Terms**.

American Music Branches Out

Some of the following styles will also be touched upon: Marches (Sousa), Folk Music (Stephen Foster, Woody Guthrie, Bob Dylan), Country music (p 181); Big Band and Swing Music (202); Opera (Porgy and Bess, 189); Popular and Rock.

Composer and Performers

A number of composers and performers will be researched and presented to the class by the students. These may include Louis Armstrong, W. C. Handy, Bessie Smith, Scott Joplin, Benny Goodman, Duke Ellington, Tommy Dorsey, Dave Brubeck, Richard Rogers, Preservation Hall Band, and others.

The American Musical – Fiddler on the Roof

The classes will work on a number of songs from Fiddler. They will perform a condensed version of Fiddler in class, singing the songs, etc. This will further develop music reading, musicianship, and voices development. They will research the stories, the artist, the composer, the writer, etc, and share this information with each other. They will also research the time of the Czars, the time of Fiddler. A video may be shown.

Students will prepare for the Spring Program during April and May.

Texts *The Music Connection* (Silver Burdett, Ginn) and *Music and You* (MacMillan)